DOCUMENT RESUME

ED 187 492 RC 012 044

AUTHOR	Kirk, Robert J.
TITLE	Health Careers through Independent Study for American Indians and Alaska Natives: Upward Mobility through Non-Traditional Education.
INSTITUTION	Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.
REPORT NO	DHEW-HSA-75-12023
PUB DATE	75
NOTE	206p.; May not reproduce well due to small print size.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Access to Education; *Alaska Natives; *Allied Health Occupations Education; *American Indian Education; *American Indians; Correspondence Study; Equivalency Tests; Eskimos; External Degree Programs; Health Occupations; High School Equivalency Programs; Home Study; *Independent Study; *Nontraditional Education; Open Universities; Program Descriptions; Resource Materials; Test Coaching
IDENTIFIERS	General Educational Development Tests

ABSTRACT

Independent study is recognized by many as a practical approach to learning, especially meaningful for individuals in isolated or remote areas. Compiled primarily for use by persons with highly diversified backgrounds and interested in Indian and Alaska Native health, the book describes educational opportunities available through independent study. The major avenues for persuing independent study are described: the GED high school equivalency programs, associate degree programs in the health sciences, special adult degree programs, the open university, external degree programs, college level examination programs, degree credit through correspondence study, other home study and correspondence courses, programmed instruction in health areas, the National Home Study Council, and the United States Armed Forces Institute. A substantial portion of the guide lists, by state, the Associate Degree programs and courses in the health field offered by some of the more established community and junior colleges, giving program titles and addresses, chief administrators, year classes began, length of the program, and the type of degree awarded. Fundamental suggestions on how to study and how to take tests are included. Also provided are additional source materials on health careers, financial assistance, and special programs. (NEC)

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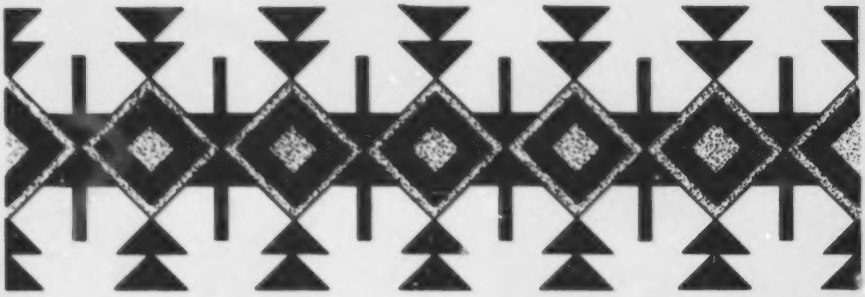

for

American Indians

and

Alaska Natives

UPWARD MOBILITY
Through Non-Traditional Education

U.S. Department of Health, Education, and Welfare
Health Services Administration
INDIAN HEALTH SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This publication represents another facet of a continuing effort of the Indian Health Service to provide information for persons interested in personal and occupational development, especially in the field of health. Independent Study is recognized by many as a practical approach to learning. It is especially meaningful for individuals in isolated or remote areas. Others, including those who can not break away from daily work responsibilities, also find this method of education appropriate.

In order to improve the delivery of health services and provide health care for American Indians and Alaska Natives, it is necessary for personnel to have the appropriate skills and tools. I earnestly hope that this compilation will contribute toward this important objective of the Indian Health Service.

Emery A. Johnson, M.D.
Assistant Surgeon General
Director, Indian Health Service

HEALTH CAREERS THROUGH INDEPENDENT STUDY

INTRODUCTION

The primary purpose of this book is to provide information about educational opportunities available through Independent Study. Since this particular portion of learning now covers a large section of the educational domain, it is impossible to treat all aspects. However, an attempt is made to reflect the major avenues and means for this type of personal development. Approaches may vary, ranging from disease prevention facts learned through off-campus College Extension work to the fairly complicated procedures involved in repairing hospital equipment learned perhaps through Programmed Instruction. Also contained in this publication are Special Adult Degree programs from accredited colleges and universities, information on the OpenUniversity and College-Without-Walls concepts, how to obtain credits or "course waivers" through the College Level Examination program, and other approaches to non-traditional study. Fundamental suggestions on how to study and how to take tests are included.

Independent Study for many people offers advantages over traditional approaches to learning. Persons can progress at their own rate, at any hour of the day or night, without wasting valuable time and effort traveling back and forth each day to the campus classroom. Recent research has found that mature and highly motivated adults who receive adequate direction, possess a language facility, and develop realistic career goals, do best in this type of learning. They are usually more successful in finding, selecting and completing programs reflecting their occupational interests and desires.

In a publication of this nature, compiled mainly for use by persons with highly diversified backgrounds and interested in Indian and Alaska Native health, it is natural that health related subjects and areas be emphasized. The reader will find this to be true, although the content at times also may have general appeal. Whatever the case, it is hoped that this information will be of value to the many individuals interested in and working with persons pursuing this popular approach to knowledge. This would include training officers, human resource personnel, tribal educational directors, guidance counselors, program supervisors and the like.

When applying for courses or programs, individuals should follow normal procedures and channels. As mentioned, advice and assistance may be obtained from human resource and other health personnel. Supervisors and program managers also may be quite helpful.

This approach, that is, Independent Study, is not intended to solve all educational or career problems. It is only one method among many, hence will not be applicable or appropriate for all persons or situations. However, this limitation should not prohibit consideration or prevent utilization where applicable.

References throughout the book to institutions, courses, schools and the like are not intended as endorsement or recommendation of the particular educational unit or institution.

The information found in the last section of this publication provides additional source material on health careers, financial assistance and special programs.

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INDEPENDENT STUDY: PREPARATION FOR THE FUTURE

Would you believe that a young lady who has never seen the inside of an elementary or secondary school could graduate with honors from a leading university? Cynthia Warbelow, from Alaska, accomplished this feat. Independent study made it possible.

For twelve years Cynthia's mother was her "home teacher," directing Cynthia's studies and offering helpful suggestions. Instructional materials were mailed back and forth from the home-study division of the Alaska Department of Education to Cynthia's home near Tok. The distance between was 1,338 miles.

After finishing her high school work, Cynthia continued her education at the University of Alaska, also through Independent study. She completed requirements for her Bachelor's Degree (major in Biology) in seven semesters, receiving "A's" in every course except one. Her final grade-point average was 3.97 out of a possible 4.0!

If there is any doubt in your mind about what can be accomplished through this type of study, just remember Cynthia's story. Of course, the success formula includes three very important components—effort, desire and persistence. If any of these is lacking, success becomes impossible.

★ ★ ★

It has been observed that more students enroll in Independent Study courses each year than enroll as freshmen in all of the colleges and universities in the United States.

Why is Independent Study so popular?

IT IS CONVENIENT. You may study at the time and place of your choice. In most cases you do not have to catch your car pool or spend hours on the road traveling to and from class, arriving home after midnight.

YOU DO NOT HAVE TO MISS WORK. There is usually no disruption of individual progress or responsibilities. You continue to gain experience as well as employee benefits. Your paycheck also continues.

YOU STUDY AT YOUR OWN RATE. Progress is largely an individual matter. Whether you accelerate or slow up the pace depends on you, your learning and work situations.

YOU CAN USE YOUR NEW KNOWLEDGE. This is one of the biggest advantages: You can start at once to apply what you learn. Even more important, using your knowledge helps you remember it. You actially learn better when you combine independent study with on-the-job experience.

YOU GET INDIVIDUALIZED INSTRUCTION. Unless your plan involves formal course work, you are in class by yourself. And you get personal attention on every lesson.

EXPENSES MAY BE MINIMIZED. Independent study may be one of the least expensive forms of training. There are usually no travel costs, no parking fees, no special subsistence costs.

YOU STUDY FROM TESTED MATERIALS. Materials are revised periodically; learning becomes more relevant and meaningful. Updating also enables the student to keep abreast of latest changes and discoveries.

YOU GET "SPACED" LEARNING. Learning can be spread out with time to study and digest what you learn.

YOU MAKE WRITTEN AND ORAL REPORTS. This learning is active. You can improve your analysis while you learn. Writing and speaking help you clarify your thinking and enable you to gain new insight.

INDEPENDENT STUDY IS FOR ADULTS. It is a favorite method for the busy person. It calls for mature study habits, persistence, independent work habits and personal initiative. The ability to plan your own time and schedule is also a helpful aspect of this kind of learning.

THE GENERAL EDUCATIONAL DEVELOPMENT PROGRAM

Individuals who have not completed high school now have the opportunity to earn a high school diploma without returning to the classroom. All of this is possible through the High School Equivalency Diploma program, which is recognized as the equivalent of the regular four-year high school course. Various groups and agencies—in business, labor, industry, State Education Departments, Civil Service Commissions, educational institutions, the military services, licensing bureaus and other significant bodies—now accept this Equivalency Diploma as a valid credential.

High School Equivalency Certificates were first awarded after World War II to veterans who had left school to serve in the Armed Forces. It was during this period that the American Council on Education developed the test "battery" referred to as the General Educational Development (GED) series to test the knowledge of returning veterans. Those who made satisfactory grades on these exams were awarded the Diploma, which carries the same significance and value as that awarded to graduates of the regular four-year high school course.

These Equivalency programs have continued to be very popular. They have been extended to many individuals and groups other than veterans. Programs and preparation are now offered at regular intervals throughout the States, usually by the local school system in conjunction with the respective State Department of Education. Although each State may have its own unique administrative procedures, in many respects they are all quite similar.

High school attendance is not necessary in order to qualify for a High School Equivalency Diploma. The age requirement varies with each State, the minimum age requirement being in the 18-20 year range. In Alaska the minimum age for taking the test is 18 years while in Idaho it is 20. There is no maximum age limit. Other conditions and requirements for earning the certificate are indicated in the section entitled Program Information by State.

Persons desiring more details about the High School Equivalency Program in their State should get in touch with the local High School Principal or Superintendent, or write to the Director of the High School Equivalency Program, State Department of Education, in care of the particular State Capitol.

The Equivalency Certificate and You. Your concern or questions may be similar to those expressed by others:

How can the Equivalency Certificate help in preparing you, an employee, for a certain position?

Can this preparation accelerate reaching a career goal?

How does an individual prepare for advanced training?

Is admission to college possible without attending high school?
How can an employee verify how much he really knows?

It is quite likely that you, the reader of this chapter, have completed less than ten years of formal schooling and that you will be more than 30 years old on your next birthday. These are estimates based upon the hundreds of thousands of adults who have already taken the GED tests. However, you may also be anywhere from 18 to 80 years of age and have had no formal schooling. These things are not important. But, the desire to learn is.

You probably remember when you left school that someone—your teacher, your principal or your parents—may have suggested that your education was ended. And now that there is an opportunity for you to aspire to better vocational and educational goals, questions arise. How can you, who left school many years ago, expect to pass a battery of tests designed to measure what high school graduates know? What is a High School Equivalency Certificate and why is it important? What are the GED Tests? What do I have to know to pass? How have others in my situation made out? Where are the GED Tests given? How do I make application? Who issues Equivalency Certificates? What is the cost? Where can I get good advice about these matters?

Let us discuss the first question and find out why you may be able to pass the GED Tests right now. At the beginning of this section there is a statement that probably the best and quickest way to acquire an education is through completion of formal schooling. This seems like a reasonable statement. Formal schooling, however, is not the end of education but only the beginning. Learning is a continuous lifetime process and the number of years of formal schooling completed may not always be an accurate index of how much a person knows. Otherwise, how can one explain why there are many capable persons who have never graduated from high school holding responsible positions.

These people thought that they were finished with education. They left school for various reasons. In some cases, they were forced to leave because of family economics, that is, they had to work to earn a living. Some left because of lack of motivation. Others disregarded the advice of friends. Unfortunately, in many cases, encouragement to continue in school was not convincing. Several probably ended their schooling because of adjustment difficulties. However, regardless of their reasons for not graduating from high school, since then they recognized definite common characteristics: they developed or acquired a curiosity for knowledge, a desire to better themselves, the ambition to provide a better living for themselves and their families, and a willingness to work hard at whatever they were doing.

The first simple "test" for you, then, is do you possess or can you develop these characteristics? This section has been written with the purpose of encouraging you to take the GED Tests because if you have the skills and interest to find out how you can earn a High School Equivalency Certificate by reading this chapter, your chances of achieving satisfactory scores are good. You have domonstrated that you do have a curiosity for knowledge and an ambition to better yourself. You can consider, then, that you have passed the first simple test.

Now, try the second test. Using a daily newspaper, can you read the editorials, the commentaries, and the news articles with understanding? If you can, continue reading (in this book) to find out where you can take the GED Tests and how you can earn your High School Equivalency Certificate. If you can't pass this second test, then it probably will be necessary for you to further prepare yourself so that you can earn a certificate in the future. In either case, we hope that you will take advantage of the opportunity available to continue your education.

What is a High School Equivalency Certificate? Now, let us consider the second question—what is a High School Equivalency Certificate and why is it important?

A High School Equivalency Certificate is a legal document issued by a State Department of Education or a local Board of Education certifying that the recipient has acquired a level of general educational competence at or above that of a high school graduate. It is accepted by business and industry, by local, state and federal civil service commissions, employment agencies, state and local boards of licensing examiners as meeting educational requirements of high school graduation for purposes of employment and job promotion in just the same way as the regular high school diplomas are accepted. Colleges and universities, as well as institutions providing training beyond the high school level, are usually selective in their admissions and require school grades above the minimum required for issuance of a high school diploma. This is also true with regard to the GED tests. These institutions of higher education generally require scores on the GED tests which are consistent with their admissions policies. Therefore, your admission to institutions providing higher education and training probably will be based not only on possession of a diploma or certificate, but also upon your achievement in school or on the tests. A recent survey of over 2200 colleges and universities showed that more than 90% of these institutions admit adults who achieve GED test scores which meet admissions standards.

A High School Diploma or an Equivalency Certificate is an important document to possess. Either one can open the door to further opportunity for you.

Advantages of Earning a Certificate. Many persons realize that the lack of a High School education may impede personal or vocational progress. Perhaps it may not be perceived as such a critical factor by some individuals, however to others it is quite important because it often opens the doors to a better future through further opportunity and greater reward possibilities.

What are some of the specific advantages of having a Certificate?

Better Paying Jobs. While this may not hold true for every situation, in most instances persons with more education and skills usually have a chance at better positions. An individual without a diploma is sometimes working at a lower level with little or no chance for advancement. How many times on job applications has one seen the question, "Do you have a High School Diploma?" In many cases this fundamental knowledge forms the base for greater skills development and further learning.

Greater Opportunity For Advancement. In business, industry, government and military, opportunities for further personal and professional growth usually are offered to the high school or college graduate. Recent studies show that in general there are more growth opportunities and career jobs available for persons with education and skills. Some employers refuse to consider an applicant who does not have at least a High School Diploma. And studies tend to confirm that an individual's earning power is usually in proportion to his education and skills. In Civil Service positions alone, with federal, state and municipal governments, thousands of trainable men and women are needed annually to fill responsible positions. This is also true for the health field, public and private. In many cases a high school diploma is either desired or required to begin early phase orientation prior to learning the main responsibilities of the job.

Further Education for Further Responsibility. Although this has been indi-

EDUCATIONAL ATTAINMENT OF U.S. POPULATION

Based on Data Issued by U.S. Bureau of the Census, March 1968 Current Population Survey

Total population	Completed less than 12 grades		Completed 12 grades and more		Data on completion of less than 12 grades		
					Completed less than 8 grades		Completed 8 grades
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
30 years and over 94,120,000	47,131,000	50.08	46,989,000	49.92	16,1665,000	17.18	30,966,000
25 years and over 106,469,000	50,439,000	47.37	56,030,000	52.63	16,722,000	15.7	33,717,000
21 years and over 117,651,000	53,008,000	45.04	64,643,000	54.95	17,120,000	14.55	35,888,000
18 years and over 127,293,000	56,252,000	44.19	71,041,000	55.81	17,392,000	13.66	38,860,000

rectly referred to previously, it is specifically mentioned here because of its significance. How important is a High School Diploma? In most accredited schools and colleges, an individual can not gain admission without it. In other words, the High School Diploma may be vital for continuing that learning necessary to pursue a selected career or occupation. Also, in the Armed Forces a High School Diploma usually is helpful for promotion. In certain military branches it is easier to become an officer, noncommissioned or commissioned, if the individual has completed his high school education. Incidentally, a person who has earned an Equivalency Diploma while in military service does not have to take the test again when he returns to civilian life. Once the Diploma has been awarded it is final.

Personal Satisfaction. The achievement reflected through earning the Diploma can offer much pride and satisfaction as well as a great sense of personal attainment to the individual. It may also enable him to face life with more confidence and zest. In an outstanding example, a man who had left high school in his junior year (to enlist in the Navy in the early part of World War II) earned his High School Equivalency Diploma shortly after leaving the service, continued in college under the G.I. Bill and became a high school biology teacher. After teaching for several years he saved enough money to begin medical school. He later became an outstanding physician and was quite active in his community. He also did some teaching at the local medical college. None of these accomplishments would have been possible if he had not completed his secondary schooling through the Equivalency Diploma Program. Now he looks back over his achievements with a great sense of satisfaction. He also looks ahead to years of active living. Could he have become a teacher or physician without completing his high school education? Was the GED important?

These are just a few of the more significant reasons why so many people have decided to continue their education and earn the High School Diploma.

The GED Tests—Who May Take Them? The civilian forms of the GED tests are administered only to adult residents who have a serious need for taking the tests.

The term "adult resident" is defined as: (1) any person whose high school class, of which he would have been a member had he continued, has graduated; or (2) any person, at least 18 years of age, whose last attendance as a regularly enrolled student in a full-time high school program of instruction was at least one year prior to the date of taking the tests.

The term "serious need" is defined as: (1) to earn a High School Equivalency Certificate; (2) to qualify for admission to college or, in general, qualify for admission to advanced educational opportunities; (3) to meet educational requirements for employment or promotion in a job; (4) to meet induction requirements of the Armed Forces of the United States; (5) to meet requirements of state and local boards of licensing examiners for those occupations where the education requirements for admission to licensing examinations may be at the high school level of achievement; or (6) for reasons of personal satisfaction.

Military personnel on active duty in the Armed Forces of the United States have the opportunity of taking the military forms of the GED tests administered through the United States Armed Forces Institute (USAFI). Active duty personnel desiring to take the tests should consult with their Education Officer. The military and

civilian forms of the GED tests are equated with the current national results. Test scores achieved on either are acceptable as a basis for issuance of an Equivalency Certificate.

GED Tests are administered at Official GED Centers established in all 50 states, the District of Columbia, the Canal Zone, Guam, Puerto Rico and American Samoa. The tests are also administered to patients at Veterans Administration Hospitals having educational therapy programs; at federal correctional and health institutions: to American civilian citizens overseas and foreign nationals who wish to qualify for admission to this country. Special editions are also available for administration to the visually handicapped.

Other Important Facts.

1. Anyone who can meet minimum qualifications is eligible to take the Equivalency test. State residence usually is necessary. Minimum age requirements vary from State to State. There is no maximum age limit.
2. In all States the examinations are based on the GED tests.
3. Previous attendance at high school is not a necessary prerequisite to take the test.
4. In order to earn the High School Equivalency Diploma, passing the test is the primary objective. It is usually unnecessary for the applicant to have previously earned high school credits. Passing the test should be adequate proof that the applicant has attained the educational level of the high school graduate.
5. Many adults have increased their knowledge—through travel, reading, broadening life experiences, etc.—and have thus reached the educational level equal to that of the high school graduate. For these individuals. earning the Equivalency Diploma should not be difficult. Some persons will require more preparation than others.
6. In several States, there is no charge for taking the test. In most States the cost may vary anywhere from five to ten dollars.
7. Testing centers are located in various communities and metropolitan areas throughout the States. Specific locations, dates and times are announced by various sources.
8. Information about and applications for the program may be obtained from the local School Administrator (Principal or Superintendent) or from the Director of the Equivalency Diploma Program at the State Department of Education.
9. The test is usually held over a two-day period. Actual testing time is about ten hours. Seldom is the complete test given at one sitting. Dates and times are announced in advance.
10. Although some detailed knowledge is required for this examination, emphasis seems to be on using generalizations, concepts and ideas. The ability to comprehend, evaluate and think clearly are also very important.
11. Notification of test results usually takes about a month or two. Results are mailed to the candidate. Official scores also can be mailed directly to the Diploma granting Agency upon request.
12. An applicant who fails the test has another chance to take it.
13. Beware of "special" Schools which may charge excessive fees to train applicants to take this test. The best direction and counsel on this matter can be obtained at no cost from the State Department of Education or the GED Office, both of which are supported through taxes. Special preparatory classes are sometimes

conducted by the GED Agency at little or no cost.

14. The GED Test covers five areas usually found in the high school curriculum: (1) the test which measures ability to use correct punctuation, spelling, vocabulary and grammar, (2) the test in social studies which measures ability to read and interpret passages in history, economics and world events; (3) the natural science test which measures the ability to interpret passages dealing with scientific principles; (4) the English literature test which measures the ability to interpret prose and poetry; and (5) the test which measures the ability to use arithmetic and mathematics.

15. The greatest "weakness" of many who take the test seems to be in the area of reading, namely, understanding what is read.

16. Sample questions and materials may be found in this book as well as in the "workbooks" listed in the References. The latter, which include practice questions and sample readings similar to those found in the actual tests, should prove very helpful.

Helpful Information to Know Before Taking GED Tests. The taking of any test when so much depends upon the outcome, such as earning a High School Equivalency Certificate, is to many a frightening experience. This is true particularly when it is a new or unusual experience. Most people are not test-oriented and need encouragement. Knowledge creates confidence. It is helpful to know what will be expected of you, how you should consider the various situations presented in the tests, how to determine and record your answers, how long you can take to complete each test, and other information about the experience which you are going to undertake.

There are some basic facts about the GED tests which you should know and keep in mind. The first fact is that the GED tests are of the objective, multiple-choice type. Following each question there are alternative responses. *Only one of these responses is correct.* It is your task to select the one correct answer. This may sound easy but sometimes it is not.

The second basic fact is that you must earn scores on the test which are passing. This means that you must get at least half of the questions correct. Knowing what you must achieve should lessen your anxiety.

A third basic fact which you should know is that the GED questions are precise—these tests must be selective in revealing differences of ability among examinees. They are used not only as a basis for issuance of a High School Equivalency Certificate, but also by college admission officers in the selection of applicants. Therefore, you will find some questions in all tests which are easy to answer and some which are extremely difficult. Do not be discouraged when you find questions that you can not answer.

When you go to take the tests at an Official GED Center, you will find other adults there for the same purpose. You will, of course, have submitted previously an application to take the tests but the Chief Examiner will require some identification to prove that you are the same person who submitted the application. Take with you your driver's license or some other means of identification. You will be supplied with pencils, erasers, answer sheets, and scratch paper for computations when you take the mathematics test. After all examinees are seated, the Chief Examiner will distribute to each the first test and an answer sheet. He will give you instructions for completing information required on the answer sheet. On the inside of each test

booklet, there is a page of instructions for taking that test. In addition to listening to the instructions given by the Chief Examiner, be sure to read the printed instructions. If you do not understand clearly what you are to do, ask the Chief Examiner.

When the Chief Examiner gives the instruction to begin the test, you are on your own. Read through each problem and the questions relating to this problem. Then read the problem again before attempting to answer. Consider the alternative answers and select the one you think is correct. Record your answer in the proper space on the answer sheet and go on to the next question. Do not hurry, but do not delay! When you encounter an "impossible" question, leave it and go on to the next. The tests are not time-limit tests, but generally speaking they are regarded as two hour tests. Experience has shown that most examinees will finish each test in about one and a half hours. When you have finished each test and there is time remaining, go back over the questions you left unanswered and give them further thought.

What More Do You Need To Know. The question which is often asked is what do I need to know in order to achieve satisfactory scores on the GED Tests. This is a most difficult question to answer because no one knows exactly what you already know. It is safe to assume, though, that you have increased your knowledge about many things. Your educational development can no longer be pegged at that number representing the years of formal schooling you completed before leaving school years ago. However, your problem is to prove it. The GED Tests are the means accepted nationally to do this.

To answer the question on what should you know, it is necessary to examine what a high school graduate should be expected to know in the five areas of learning to have been awarded a high school diploma. With this as a standard of measurement, you can judge whether or not you are ready to take the GED Tests.

In the field of English expression, a high school graduate should be able to speak and write using correct and effective English. He should be able to spell with some degree of accuracy. Don't forget that the ability to spell correctly is one of the desired outcomes of high school instructional programs. On the GED Tests, you will not be required to write, but you will be well tested on your knowledge of the mechanics of English. If, in your judgment, you feel that you can express yourself well and can recognize errors both in speech and writing, take the GED Tests. Samples of questions follow.

Spelling

Directions: Each question consists of four words, one of which may be misspelled. If no word is misspelled, mark space E on answer sheet.

Examples:

1. A. laboratory
   B. parliment
   C. bureau
   D. sincerely
   E. none misspelled

Sample answers:

	A	B	C	D	E
1.		■			

In this question, parliament is misspelled so you mark answer space B.

2. A. necessary
   B. radical
   C. ninety
   D. vacuum
   E. none misspelled

2. A B C D E

All words are spelled correctly, mark answer E.

English

Directions: In the left-hand column below, certain portions of a story are underlined and numbered. In the right-hand column, several ways of writing each underlined portion are suggested. Mark the answer space corresponding to the way that you consider the best. Sometimes all are grammatically correct but one way is more effective than the others.

Example:

1. "I guess you all know *whom I am." He* said.

1. A. whom I am." He
   B. whom I am, he
   C. who I am? He
   D. who I am," he

Sample answers:

1. A B C D

The fourth possible answer is correct so you mark space D.

In the field of social studies, high schools generally offer courses in civics, state and federal government, economics, several courses in history, sociology and anthropology, but usually no more than two courses are required of all students—civics and United States history. Therefore, high school graduates vary widely in their background and knowledge of social studies. They should, though, have been provided with sufficient learning so that they can read, understand, and think logically about the social and economic problems of our times. In Test 2, you will be presented with materials to read. For example, following excerpts from speeches by two congressmen discussing their views about economic crises, you might be asked to answer a question such as the following:

1. The fundamental difference between the two speakers concerns:

   A. The part government should play in our economic system.
   B. Whether or not we can succeed without free trade.
   C. Whether or not we should adopt fascism.
   D. Whether or not we should return to a competitive economy.

In order to answer the question correctly, you would need to know the basic principles of economics.

In the field of natural science, courses in general science, biology, physics, chemistry, and physiology usually are offered by high schools. Unless a student is preparing for college, usually he will not study more than one or two courses in science. Again, the learning experience in natural sciences varies widely among high school graduates. As a graduate of 12 years of education, he should know something about physiology, principles of mechanics, heat, light and sound, and the world in which he lives. Through your working experience and general interest in

science, you may have learned many of the principles of science which are taught in high school. For example, one of the problems presented in Test 3 might concern lightning, its cause and effect. A question such as the following might be asked:

1. If one hears thunder 15 seconds after seeing a flash of lightning, the lightning is probably about:

   A. ⅛ mile away.
   B. One mile away.
   C. Three miles away.
   D. Five miles away.

In order to determine the correct answer, three miles, you will need to know the speed of sound.

Both American and English literature are taught in high schools so that students may acquire an understanding and appreciation of good writing. This ability can be acquired through one's own efforts. Although classical poetry, prose and drama may not be your favorite reading material, select some of interest and test yourself.

Many feel that the test in mathematics will be the most difficult. It may be difficult to achieve a high score on the mathematics test, but all you need is to demonstrate a knowledge equal to that possessed by the lower fifth of high school seniors. Most forms of the GED test batteries have 50 questions in the mathematics test. Concentrate on arithmetical computations involving fractions, decimals, discount, and interest before attempting the more difficult problems. Following are three examples of problems which you might encounter in a mathematics test:

1. Over a period of five years, Mr. Smith collected a total of $700.00 interest on bonds. If the bonds pay a rate of 4% simple interest, what is the amount of bonds Mr. Smith owns?

   A. $2800
   B. $3500
   C. $14,000
   D. $15,000
   E. None of these.

The correct answer is B, $3500.

2. What is the simplest form of the expression, $3y - [4 - (2y - 2)]$?

   A. $y - 6$.
   B. $y + 6$.
   C. $5y - 6$.
   D. $5y + 6$.
   E. None of these.

The correct answer is C, $5y - 6$.

3. What is the value of $3\frac{4}{7} + 1\frac{1}{2} - (\frac{6}{7} + 1\frac{1}{4})$

   A. $2\frac{27}{28}$
   B. $3\frac{1}{7}$
   C. $3\frac{27}{28}$
   D. $7\frac{5}{28}$
   E. None of these.

The correct answer is A, $2\frac{27}{28}$.

Past Performance in Taking the GED Tests. At this point, many of you have decided that you already possess the capability to pass the GED Tests. Many of you may feel that you need to do some studying before you take the tests, while others are in doubt as to whether or not they should take the GED tests or first do some studying. The GED Tests have been administered to hundreds of thousands of persons like you. The results which they have achieved may be helpful to you in reaching a decision. Although the GED Tests have been administered at Official GED Centers since 1946, data is listed below only for a recent ten-year period. The table shows the number of adults who were tested, their average age, average number of years of formal schooling completed, and the percentage who were successful in achieving passing scores as required by their State Departments of Education.

Candidates With Passing Scores, 1960-1970

Year	*Total No. Tested*	*Average Age*	*Average No. of Years of Formal Schooling Completed*	*Percentage Achieving Satisfactory Scores*
1960	61,093	29	10	77
1961	68,080	29	10	74
1962	75,428	29	10	75
1963	88,242	29	10	71
1964	116,875	29	10	73
1965	143,974	29	9	72
1966	185,778	29	9	71
1967	218,386	29	9	70
1968	265,499	29	9	69
1969	302,931	29	9	68
1970	337,407	30	9	67

Over the past ten years approximately 72% of those adults who took the GED tests were successful in achieving satisfactory scores. The percentage of successful examinees was as high as 88% in some states and as low as 40% in others. The low rates have been due, in large part, to the higher scores required in those states. These states have recently reduced their minimum score requirements to conform with the standards of other states. This should result in more persons qualifying for Equivalency Certificates.

Tips on Preparing for the Tests. In order to make the most of suggestions which follow, various practice exercises should be carefully reviewed. Wherever possible, practice exercises and sample tests should be completed. It is essential that the applicant become familiar with the style, format, and type of question which he will be confronted with in the actual test. In this way he should be better prepared since he will know ahead of time what to expect.

Selected References mentioned in the rear of this booklet may be obtained in many smaller communities, cities or directly from the publisher. A school or community would probably have these materials available in the library. In addition to these sources, further assistance and practice materials may be obtained from the Educational Administrator's Office or where your GED application form was obtained.

Some tips which may be helpful are:

1. Try to improve your test-taking skills. Obtain copies of practice tests or sample questions and PRACTICE! PRACTICE! PRACTICE!

2. Become familiar with the areas—arithmetic, spelling, social studies, interpre-

tation, problem solving, vocabulary, grammar, etc.—in which you will be tested.

3. Improve your skill in reading. It is important to understand what you read so that you can interpret properly and follow instructions in the test. Good reading skills help to improve your ability in answering questions which involve reasoning, comparison, and evaluation.

4. Try to increase your vocabulary. You can do this by reading, discussing issues, learning new words from magazines, newspapers, TV and books. Knowing how to use words is an important part of the examination.

5. If your practice test indicates or if you feel that you may need special help, talk to the person in charge of the GED program (School principal or Administrator). There are usually special classes available to help persons prepare for these examinations.

6. Do not wait until two days before the examination to start your study program. Begin to prepare for the test *many months before* you actually take it.

7. Try to become familiar with the site of the examination and the time required for you to get there. Persons scheduled to take the test who arrive late are *not* admitted and thus must take the test at another time.

Some of these suggestions may seem minor but it is important that you, the candidate, be adequately prepared and in the right frame of mind when approaching this examination.

Other suggestions, useful when taking the test, are:

1. Follow directions. If the directions are not clear or you do not understand them, ask the examiner for help or clarification.

2. During the test, answer the easy questions first. Do not spend too much time on difficult ones but come back to them when the other questions in that section have been completed.

3. Make full use of the time you have for the test. Do not rush! However it is unwise to proceed too slowly or waste time.

4. Your score on the examination is based on the total number of questions answered correctly. No deductions or penalties are made for wrong answers. It is wise, therefore, to mark an answer for each question.

5. There will probably be questions on the test which you cannot answer (neither can anyone else). Do not get excited or upset. Just go to the next question.

6. Stay relaxed. Many others have passed this test on the first try and SO CAN YOU!

Some Practice Questions

SPELLING

Directions: In each of the word groups below, select the misspelled word.

1.	(A) manager	(B) thoughtfull	(C) sunset	(D) tomorrow
2.	(A) althought	(B) wherever	(C) booklet	(D) anger
3.	(A) advance	(B) automobeal	(C) basement	(D) hardship
4.	(A) addition	(B) funnie	(C) throat	(D) forest
5.	(A) moonlight	(B) river	(C) wonderful	(D) lipsticke
6.	(A) pencil	(B) boxing	(C) hickory	(D) majoritey
7.	(A) quality	(B) turkies	(C) spinach	(D) wilderness
8.	(A) tomorrow	(B) health	(C) library	(D) paragrapk
9.	(A) weather	(B) tigor	(C) sometime	(D) usually
10.	(A) sucess	(B) service	(C) splashing	(D) football

11.	(A) baseball	(B) pretty	(C) delightful	(D) runing
12.	(A) insurance	(B) public	(C) avanue	(D) anyone
13.	(A) research	(B) recippe	(C) butter	(D) education
14.	(A) singing	(B) methodology	(C) daylight	(D) thoughtful
15.	(A) financial	(B) mirrow	(C) expensive	(D) lifetime
16.	(A) hybrid	(B) formall	(C) area	(D) housing
17.	(A) inflation	(B) informe	(C) magazine	(D) sweater
18.	(A) today	(B) equation	(C) daily	(D) expierence
19.	(A) workible	(B) foolish	(C) folklore	(D) loafing
20.	(A) phonograph	(B) remoove	(C) religion	(D) variety

MATHEMATICS

Directions: For each question, work out your answer. Below each question you will find several answers. Select the correct answer and indicate the letter of the correct answer on your answer sheet.

1. Multiply $1.10 by 5¼.
   (A) $6.32 (C) $4.26
   (B) $3.98 (D) $6.64

2. Divide $75.88 by 2.2.
   (A) 35.4 (C) 34.5
   (B) 45.3 (D) 03.45

3. Change ⅝ to a per cent.
   (A) 45% (C) 6½%
   (B) 60% (D) 75%

4. Subtract $857.15 from $1,000.
   (A) $145.58 (C) $142.85
   (B) $185.58 (D) $421.58

5. Add 8⁹⁄₁₆, 4½, 6¼.
   (A) 18⅜ (C) 20¼
   (B) 10¹³⁄₁₆ (D) 21½

6. If 1 pound 8 ounces of meat costs $.75, what is the cost of the meat per pound?
   (A) 62¢ (C) 50¢
   (B) 74¢ (D) 92¢

7. What is the interest for 6 months on a loan of $1,200 at a yearly rate of 8%?
   (A) $58 (C) $96
   (B) $48 (D) $68

8. How many square yards of linoleum are needed to cover a floor having an area of 270 square feet?
   (A) 20 (C) 28
   (B) 24 (D) 30

9. A boy took an examination on which there were 100 examples. If he had 80% of them correct, what percentage of the examples did he do correctly?
   (A) 79% (C) 90%
   (B) 80% (D) 95%

10. Six girls sold the following number of tickets 10, 11, 42, 35, 28, 30. What was the average number of tickets sold by each girl?
    (A) 26 (C) 30
    (B) 29 (D) 35

11. 25.726 × .04 is equal to:
    (A) 10.2904 (C) .0102904
    (B) 1.02904 (D) 2.12904

12. 720.90909 + 9 is equal to
    (A) 80.10101 (C) 8.010101
    (B) .080101 (D) 801.0110

13. 3½ + 3 =
    (A) 6½ (C) ⅚
    (B) 7½ (D) 1⅙

14. .04 + 61 7 + 90902. + 2.0 is equal to:
    (A) 90.96574 (C) 90965.74
    (B) 9096.5754 (D) 909.6574

15. + 10 − 10 + 10 − 10 + 10 . . ., and so on where the last number is + 10 has a sum of
    (A) 01 (C) +10
    (B) −10 (D) 20

16. If $1,000 is invested at 6% interest, how much money will be accumulated in 5 years?
    (A) $300 (C) $1,050
    (B) $250 (D) $1,250

17. ⅓ − ⅐ =
    (A) ³⁄₂₁ (C) ³⁄₇
    (B) ⁴⁄₂₁ (D) ¹¹⁄₂₁

18. If a pie is divided into 20 parts, what per cent is one part of the whole pie?
    (A) 40 (C) 5.0
    (B) 25 (D) 2.5

19. A man can dig 4 ditches in 2 hours. How many ditches can he dig in 8 hours.
    (A) 12 (C) 16
    (B) 8 (D) 20

20. 5% of 5% of 100 is
    (A) 25 (C) 2.5
    (B) .25 (D) 100

21. How many yards of ribbon will it take to make 45 badges if each badge uses 4 inches of ribbon?
(A) 5.0 (C) 112
(B) 9.5 (D) 15.3

22. Three pounds of popcorn are to be put into paper bags each holding ¼ of a pound. The number of bags required is
(A) 8 (C) 16
(B) 12 (D) 24

WORD USAGE

Directions: In the passage below certain words or expressions are underlined and numbered. Go to the question which has the same number as the underlining. If the underlining is correct as it is, mark the letter D (NO CHANGE) on your answer sheet. If the underlining has an error in grammar, word usage, or punctuation, write the letter (A or B or C) which gives you the correct answer.

On that cold, wintery morning (1) it was good to set (2) by the fireside and feel the warmth from the burning logs: Outside (3) the blizzard continued; the snow was blowing, (4) the wind was howling? (5) "I will not go outside (6) until the storm has passed," (7) thought Rodger. (8)

1. (A) cold: wintery
(B) cold, and wintery
(C) cold—wintery
(D) No change

2. (A) sit,
(B) sat
(C) sit
(D) No change

3. (A) logs; outside
(B) logs. Outside
(C) logs and outside
(D) No change

4. (A) blowing because
(B) blowing.
(C) blowing and the
(D) No change

5. (A) howling.
(B) hooling, and
(C) howling.
(D) No change

6. (A) I shall not
(B) I do not
(C) I will do nothing
(D) No change

7. (A) outside?
(B) out: side
(C) outside—
(D) No change

8. (A) have past
(B) have passed?
(C) has, passed"
(D) No change

COMPREHENSION

Directions: The following passages are intended to test your comprehension of Natural Science material. Following each passage you will find incomplete statements about the passage. Each statement is followed by four words or expressions. Select the word or expression that most satisfactorily completes each statement in accordance with the direct or implied meaning of the passage.

The horse is far superior to the camel for every kind of work except traveling over a desert. The peculiar shape of the camel's feet enables him to walk over the sand of the desert without sinking as deeply as a horse would. Also, a camel can go without water for a period of time in which a horse would die of thirst. The horse is affectionate and loyal to his owner, but the camel is treacherous and often dangerous. He also has the reputation of being exceedingly stupid. On ground which is not soft sand, the horse is swifter than the camel. The camel has one valuable characteristic: he sheds his hair once a year, and thereby provides materials which can be made into tents and clothing. Camel's hair is far more serviceable than horsehair, and comes off in such a way that it can be easily gathered.

1. On the desert a horse will die from
   (A) heat
   (B) sand in his throat
   (C) thirst
   (D) lack of oxygen

2. The camel is
   (A) funny
   (B) affectionate
   (C) loyal
   (D) treacherous

3. The camel is well suited to desert travel because
   (A) he is fast
   (B) he can see in a sandstorm
   (C) his neck is high
   (D) his feet are shaped so that he walks without sinking

4. A camel can travel for a long period without
   (A) special vitamins
   (B) water
   (C) leaves to eat
   (D) sleeping

5. The horse on the desert is
   (A) a good trotter
   (B) lost at nightime
   (C) cold because of no hair
   (D) none of these

6. The camel's hair is used for
   (A) fuel
   (B) making clothing
   (C) making opium
   (D) food for horses

7. The camel has a reputation for
   (A) eating every hour
   (B) being loyal to his owner
   (C) being stupid
   (D) being stubborn

8. On ground which is not soft
   (A) the camel is faster than the horse
   (B) the ostrich is faster than the tiger
   (C) the horse is faster than the camel
   (D) all four run at the same speed

ANSWERS TO PRACTICE QUESTIONS

A. Spelling

1. (B), 2. (A), 3. (B), 4. (B), 5. (D), 6. (D), 7. (B), 8. (D), 10. (A), 11. (D), 12. (C), 13. (B), 14. (D), 15. (B), 16. (B), 17. (B), 18. (D), 19. (A), 20. (B).

B. Mathematics

1. (A), 2. (C), 3. (D), 4. (C), 5. (B), 6. (C), 7. (B), 8. (D), 9. (B), 10. (A), 11. (B), 12. (A), 13. (D), 14. (C), 15. (C), 16. (A), 17. (B), 18. (C), 19. (C), 20. (A), 21. (A), 22. (B).

C. Word Usage

1. (D), 2. (C), 3. (B), 4. (D), 5. (A), 6. (D), 7. (D), 8. (D).

D. Comprehension

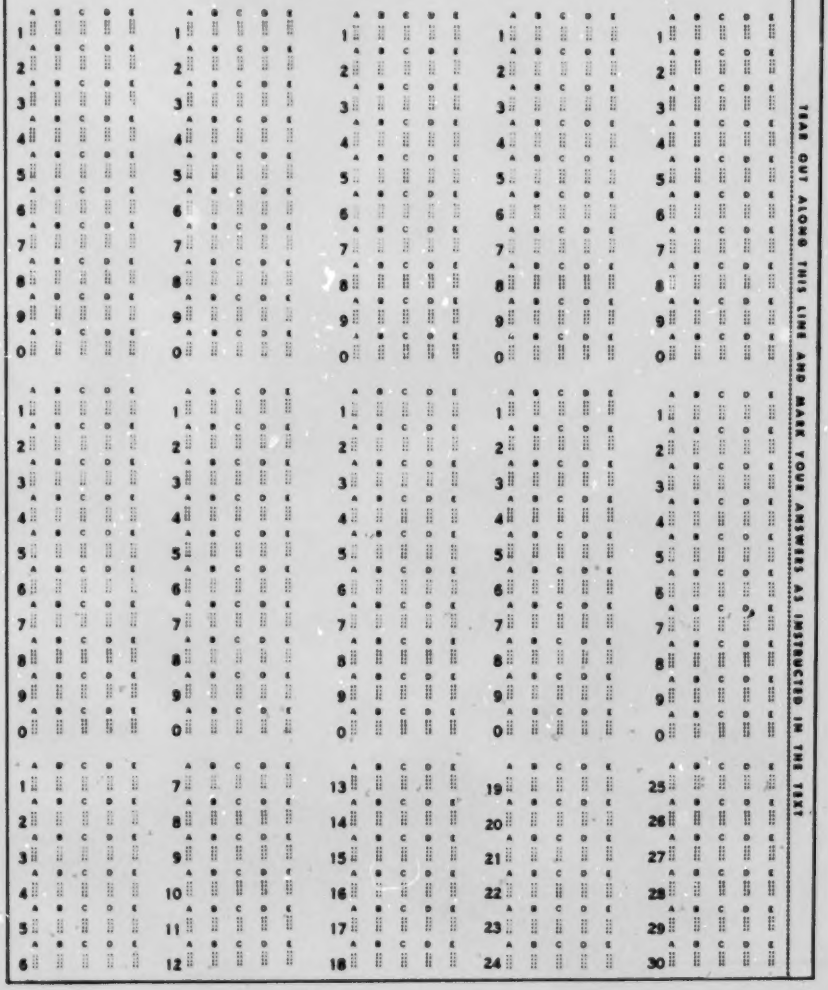
1. (C), 2. (D), 3. (D), 4. (B), 5. (D), 6. (B), 7. (C), 8. (C).

Before leaving this chapter it may be well to remember that most colleges and universities still use high school records in one form or another (classes or course units successfully completed, last grade attended, GED scores, etc.) as a guide to attainment of educational levels and accomplishments. This level of attainment should enable the student to continue to progress and make the most of future opportunities and training. Thus these necessary skills, whether actually attained in the classroom or not, are a critical factor in future success. Without them, minimal learning will take place. This applies to all types of training and education, from learning how to lay bricks to earning an advanced degree.

Although some educational programs may not require high school completion for entrance, many of them do. So, the GED certificate will prove to be valuable and helpful.

Practice Using Answer Sheets

After numbers to match the practice and drill questions in each part of the book.
Make only ONE mark for each answer. Additional and stray marks may be counted as mistakes.
In making corrections, erase errors COMPLETELY. Make glossy black marks.



TEAR OUT ALONG THIS LINE AND MARK YOUR ANSWERS AS INSTRUCTED IN THE TEXT

ASSOCIATE DEGREE PROGRAMS IN THE HEALTH SCIENCES

Within recent years many colleges and communities have developed Associate Degree programs in special fields to meet particular needs. This present section includes specific information about one of these in detail—the Associate Degree Program in Public Health for American Indian students in Brigham Young University. While some of these two-year programs may not have all of the charac-

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teristics and depth of a four-year program, they do provide valuable training (especially for the new public health worker) as well as general knowledge of various specialty areas. Other schools with Associate Degree programs in health are listed at the end of this section following the description of the Brigham Young University Indian program.

Brigham Young University Associate Degree in Public Health

The curriculum for this new program draws upon course work from several departments, however, the Department of Health Science has administrative responsibility. The program includes at least sixty-four credit hours with thirty-two hours fulfilling general education requirements and thirty-two hours devoted to the public health curriculum. Approximately twenty hours of the curriculum are core classes and twelve hours will be in one of these specialty areas: alcoholism, mental health, nutrition, or environmental health.

The program will draw from existing courses offered at BYU. Some newly-designed courses will complete the combination of on-campus and field experience. For the field internship, the student works with allied health agencies; he is supervised by personnel experienced in public health. As the program expands, it may develop in a number of directions. Emphasis probably will move from the traditional on-campus approach to more off-campus and Independent Study experiences.

Although this Associate degree in public health is available for all, it is designed especially to suit the needs of Indian students and communities. At a time when there is an increasing need among the allied health professions for college trained people, it is recognized that the incentive of a two-year Associate degree will be meaningful for many. This program will allow students to attend college for less than four years and still obtain a degree in an area of employment demand. After earning the Associate degree, students may continue on toward a Bachelor's degree or further.

The early planning of this program included discussion with tribal leaders and agency officials. A study was made to determine the types of positions needed, preparation desired for those positions, the availability of field training positions, and employment opportunities. Tribal leaders and agency officials continue to be involved in the planning, implementation and evaluation of the program.

Opportunities for field experience and training exist in the reservation health services, tribal health and welfare departments, community mental health centers, social services and community schools. In a typical two-year sequence the student will attend classes on BYU campus each year for eight months and do his field work during the other four months. The following curriculum from this particular program will serve as an illustrative model.

General Education Requirements
(Suggested Course Work)

English:		
111	Composition and Reading	3 credits
215	Exposition and Report Writing	3 credits
American History:		
170	The American Heritage	3 credits

Health Sciences: 130	Personal Health	2 credits
Biological Science:	Microbiology 121 Introductory Microbiology	3 credits
Physical Science:	Chemistry 102 Introductory Chemistry	5 credits
Social Science:	Sociology 112 Modern Social Problems	3 credits
Humanities:	Student's Choice	3 credits
Religion:	Student's Choice 2 hours each semester on campus	8 credits
Physical Education:	Student's Choice	1 credit
	Total	34 credits

Core Requirements

All students in the program must, in consultation with their adviser, select 18-22 hours from the following courses:

	Credits
Health Science:	
121 First Aid and Safety Instruction	2
325 Safety Education	2
451 Community Health	2
460 Drug Use and Abuse	2
551 Fieldwork in Community Health	2-8
501R Health Education Workshop	1-3
Anthropology:	
320 The North American Indian Today	2
Organizational Behavior:	
321 Fundamentals of Organizational Behavior	3
Sociology:	
357 Interpersonal Growth and Group Processes	3
Zoology:	
261 Elementary Human Physiology	4

Specialty Areas

Each student will choose one specialty area and, in consultation with his adviser, select at least 12 hours of course work from that area:

	Credits
Alcoholism	
Health Science:	
260 Techniques of Alcoholism Rehabilitation	2
465 Health and Self-Destructive Behavior	2
503R Health Problems Workshop	1-3
210 Child Development	3
Sociology:	
360 Introduction to the Field of Social Work	3
362 Introduction to Social Services: Individual	3
364 Introduction to Social Services: Group	3
Mental Health	
Health Science:	
260 Techniques of Alcoholism Rehabilitation	2
465 Health and Self-Destructive Behavior	2
503R Health Problems Workshop	1-3

Sociology:	
360 Introduction to the Field of Social Work	3
389 Social Aspects of Mental Health	
Psychology:	
240 Personal and Social Adjustment	2
Nutrition	
Food Science and Nutrition:	
110 Principles of Food Preparation	2
115 Essentials of Nutrition	2
245 Nutrition of Mother and Child	2
310 Food Patterns of Various Cultures	2
Animal Science:	
121 Principles of Animal Production	3
Agronomy:	
151 Field Crop Production	4
Environmental Health	
311 Sanitation and Public Health	2
361 Food and Dairy Microbiology	3
381 Water and Sewage Microbiology	2
41 Epidemiology	2
Physics:	
137 Environmental Physics	3
Biological Agriculture:	
250 Environmental Biology	3
Sociology:	
471 Community Organization, Action, and Planning	2

This program has two intertwining objectives. One is to provide Indian students attending Brigham Young University the opportunity to pursue a two-year degree in a meaningful area of employment opportunity. Many Indian students enter college with the idea of wanting more education so that they can help their people. Frequently, however, goals are vague and the realization of goals is distant. Some may drop out without tasting success, earning a degree, or gaining a marketable skill. The Associate Degree in Public Health provides a specific goal in an area where persons can be employed and also provide needed services. Students who do not have the incentive to continue to work for a four-year degree can complete the more immediate two-year degree. Those who are further motivated will probably continue on toward higher degrees.

The second objective is to respond to the need for more trained health personnel to work on the technical level in the areas of alcoholism, mental health, nutrition, and environmental sanitation. Those responsible for employing health service workers sometimes face the dilemma of choosing between the technically prepared non-Indian college graduate and the untrained Native American who has the cultural qualifications but not the technical. Those who complete this program will have a blend of both. They will have the cultural qualifications and two years of college including field experience that will enable them to have technical qualifications to deal with health problems.

For further information about this particular program write to Dr. Ray Peterson, Richards Building, Brigham Young University, Provo, Utah 48602.

OTHER ASSOCIATE DEGREE PROGRAMS IN HEALTH

Listed below are Associate Degree programs and courses in the Health field offered by some of the more established Community and Junior Colleges. Detailed information on these may be obtained by writing to the Director in care of the specific program such as Inhalation Therapy, Medical Records, Health Management, etc., or the college administrator at the college(s) of interest. The opportunity to work towards an Associate Degree through Community or Junior College study should not be overlooked. It is a practical way to obtain post-secondary training especially since it often reflects a policy of open enrollment, accessibility to higher education and field experience as well as academic training, thus enabling the student to begin his studies when other colleges may be overloaded or rejecting admissions. In the area of higher education, the community college has seen great growth and development within the past two decades. Today its role is firmly established.

It is important to recognize that many of the Community Colleges are moving toward more flexible scheduling, off-campus projects, wider acceptance of transfer credits and other characteristics of Independent Study. The fact that many State University sstems include Community Colleges, usually spread throughout the State thus making them more accessible, is also very important and should be remembered when planning a career.

Community colleges offering health-related courses and degrees follow.

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Alabama				
J. C. CALHOUN STATE TECHNICAL JR. COLLEGE DECATUR 35601	Carlton Kelley, President	1965		
Medical Records Technician		1970	18	AAS
Mental Health Assistant		1971	21	AAS
Registered Nurse		1968	18	AS
NORTHEAST ALABAMA STATE JR. COLLEGE RAINSVILLE 35986	E. R. Knox, President	1964		
Mental Health Assistant		1973	18	AAS
NORTHWEST ALABAMA STATE JR. COLLEGE PHIL CAMPBELL 35581	James A. Glasgow, President	1961		
Registered Nurse		1971	15	AAS
PATRICK HENRY STATE JR. COLLEGE MONROEVILLE 36460	B. E. Lee, President	1965		
Medical Office Assistant		1968	24	CAAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Alabama—Continued				
THEODORE ALFRED LAWSON ST. JR. COLLEGE	T. A. Lawson, President	1963		
BIRMINGHAM 35228				
Registered Nurse		1970	24	AAS
GADSEN STATE JR. COLLEGE	Allan D. Naylor, President	1963		
GADSEN 35903				
Medical Laboratory Technician		1968	21	AAS
Mental Health Assistant		1970	21	AAS
Registered Nurse		1967	21	AAS
Radiologic Technician		1970	28	AS
GEORGE C. WALLACE STATE TECHNICAL JR. COLLEGE	Phillip J. Hamm, President	1964		
DOTHAN 36301				
Licensed Practical Nurse		1959	12	C
Registered Nurse		1969	21	AS
JAMES H. FAULKNER STATE JR. COLLEGE	Lathem N. Sibert, President	1965		
BAY MINETTE 36507				
Biomedical Engineering Technician		1965	24	AS
Dental Assistant			24	AS
Medical Laboratory Technician			24	AS
Inhalation Therapist			24	AS
Dietary Technician			24	AS
Radiologic Technician			24	AS
JEFFERSON STATE JR. COLLEGE	Leroy Brown, President	1963		
BIRMINGHAM 35215				
Medical Laboratory Technician		1967	21	CAAS
Inhalation Therapist		1970	24	AAS
Medical Records Technician		1968	18	AAS
Mental Health Assistant		1967	21	AS
Registered Nurse		1965	18	
Radiologic Technician		1966	24	AAS
Alaska				
UNIVERSITY OF ALASKA COMMUNITY COLLEGES				
ANCHORAGE COMMUNITY COLLEGE	Eugene Short, Dean	1954		
ANCHORAGE 99504				
Dental Assistant		1968	9	C
Medical Laboratory Assistant		1967	12	C
Medical Office Assistant		1971	9	C
Licensed Practical Nurse		1961		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Arizona				
ARIZONA WESTERN COLLEGE	George L. Hall, President	1961		
YUMA 85364				
Registered Nurse		1967	21	AAS
CENTRAL ARIZONA COLLEGE	Don P. Pence, President	1962		
VIA COLLIDGE 85228				
Licensed Practical Nurse		1969	12	C
Registered Nurse			21	AA
COCHISE COLLEGE	John R. Edwards, Jr., President	1962		
DOUGLAS 85607				
Medical Records Technician		1967	21	AA
Medical Secretary		1967	21	AA
Registered Nurse		1970	21	AA
Nursing Services		19		
MARICOPA COUNTY JR. COLLEGE DISTRICT				
GLENDALE COMMUNITY COLLEGE	Matt O. Hanhila, Executive Dean	1965		
GLENDALE 85301				
Registered Nurse		1967	18	AA
MARICOPA TECHNICAL COLLEGE	Norbert I. Bruemmer, Executive Dean	1968		
PHOENIX 85004				
Dental Assistant		1968	9	C
Medical Laboratory Assistant		1968	12	C
Medical Laboratory Technician		1970	24	AA
Inhalation Therapist		1969	21	C/AA
Mental Health Assistant		1970	18	AA
Registered Nurse		1969	9	AA
Surgical Technician		1968	18	AA
Radiologic Technician		1968	24	C/AA
Hospital and Institution Services		1968		
Nursing Services				
MESA COMMUNITY COLLEGE	John D. Riggs, Executive Dean	1965		
MESA 85201				
Licensed Practical Nurse		1965	12	C
Nursing Services		1969		
MARICOPA COUNTY JR. COLLEGE DISTRICT				
PHOENIX COLLEGE	J. Lee Thompson, Executive Dean	1920		
PHOENIX 85013				
Dental Hygienist		1968	21	C/AA
Medical Records Technician		1966	21	C/AA
Registered Nurse		1959	21	C/AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Arizona—Continued				
NAVAJO COMMUNITY COLLEGE	Ned. Al Hatathli, President	1968		
MANY FARMS 86503				
Registered Nurse		1970	18	AA
YAVAPAI COLLEGE	John W. Barnes, President	1967		
PRESCOTT 86301				
Registered Nurse		1970	18	AS
Arkansas				
PHILLIPS COUNTY COMMUNITY COLLEGE	John Easley, President	1965		
HELENA 72342				
Licensed Practical Nurse		1968	9	C
Registered Nurse			20	AAS
WESTARK JR. COLLEGE	Shelby Breedlove, President	1928		
FORT SMITH 72901				
Licensed Practical Nurse		1958	12	C
Registered Nurse		1969	24	AAS
California				
ALLAN HANCOCK COLLEGE	Walter E. Conrad, Superintendent-President	1920		
SANTA MARIA 93454				
Dental Assistant		1967	21	AS
Medical Office Assistant			12	C/AS
Licensed Practical Nurse		1967	17	AS
Home Care Services		1968		
ANTELOPE VALLEY COLLEGE	William N. Keplev, Jr., Superintendent	1929		
LANCASTER 93534				
Dental Assistant		1970	18	C/AS
Medical Office Assistant			18	AS
Licensed Practical Nurse			12	C
Registered Nurse			18	AS
Radiologic Technician		1969	18	AA
BUTTE COLLEGE, BUTTE JR. COLLEGE DISTRICT	Albert A. Schlueter, Superintendent-President	1965		
DURHAM 95938				
Inhalation Therapist		1968	24	AA
Licensed Practical Nurse		1967	12	C/AA
CABRILLO JR. COLLEGE	Robert E. Swenson, Superindendent-President	1958		
APTOS 95003				
Dental Assistant		1962	18	C/AS
Dental Hygienist		1967	20	C/AS
Licensed Practical Nurse		1960	12	C
Registered Nurse		1969	23	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
CERRITOS COLLEGE	Siegfried Ringwald, Superintendent-President	1955		
NORWALK 90650				
Dental Assistant		1960	22	AA
Dental Hygienist			24	AA
Orthopedic Assistant			24	AA
Medical Office Assistant			24	C/AA
Medical Records Technician			24	AA
Psychiatric Aide			18	C
Licensed Practical Nurse		1959	15	C
Registered Nurse		1964	18	AA
Prosthetic/Orthotic Technician		1965	18	AA
CHABOT COLLEGE	Reed L. Buffington, Superintendent-President	1961		
HAYWARD 94545				
Dental Assistant		1964	18	AA
Dental Hygienist			20	AA
Medical Office Assistant			18	AA
Registered Nurse			20	AA
Vision Care Technician			18	AA
CHAFFEY COLLEGE	T. S. Warburton, Superintendent-President	1922		
ALTA LOMA 91701				
Dental Assistant		1954	10	C
Medical Secretary		1963	18	C/AA
Licensed Practical Nurse		1963	15	C
Registered Nurse			23	AS
Radiologic Technician			25	AS
CITRUS COLLEGE	Robert D. Haugh, Superintendent-President	1915		
AZUSA 91702				
Dental Assistant		1965	18	C/AS
Medical Office Assistant		1967	18	C/AS
Licensed Practical Nurse		1966	11	C
Nursing Services		1969		
CITY COLLEGE OF SAN FRANCISCO	H. R. Buttimer, Jr., Assistant Superintendent	1935		
SAN FRANCISCO 94112				
Dental Assistant		1953	20	C/AA
Dental Laboratory Technician		1959	20	C/AA
Inhalation Therapist		1970	24	C/AA
Orthopedic Assistant		1968	20	AA
Medical Office Assistant		1962	20	C/AA
Medical Records Technician		1968	20	C/AA
Medical Secretary		1968	20	C/AA
Medical Photographer		1946	20	C/AA
Registered Nurse		1961	20	C/AA
Radiation Therapy Technician		1970	23	C/AA
Radiologic Technician		1957	30	C/AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
COAST COMMUNITY COLLEGE DISTRICT				
GOLDEN WEST COLLEGE	R. Dudley Boyce, President	1965		
HUNTINGTON BEACH 92647				
Psychiatric Aide		1969	11	C
Licensed Practical Nurse		1951	11	C
Registered Nurse		1958	20	AA
ORANGE COAST COLLEGE	Robert B. Moore, President	1947		
COSTA MESA 92626				
Biomedical Engineering Technician		1972	19	C/AA
Dental Assistant		1962	21	C/AA
Dental Laboratory Technician		1966	19	AA
Inhalation Therapist		1969	19	AA
Medical Office Assistant		1965	19	C/AA
Medical Records Technician		1970	19	AA
Dietary Technician		1965	24	C/AA
Radiologic Technician		1956	19	AA
COLLEGE OF MARIN	John Grasham, Superintendent-President	1926		
KENTFIELD 94904				
Dental Assistant		1962	24	C/AS
Licensed Practical Nurse		1961	18	C
Registered Nurse		1965		AA
Nursing Services		1965		
COLLEGE OF THE CANYONS	Robert C. Rockwell, Superintendent-President	1968		
VALENCIA 91321				
Psychiatric Aide		1971	24	C/AA
Licensed Practical Nurse		1970	12	C
Registered Nurse		1973	24	AA
COLLEGE OF THE DESERT	Roy C. McCall, Superintendent-President	1958		
PALM DESERT 92260				
Dental Assistant		1971	18	C/AA
Inhalation Therapist		1967	20	C/AA
Licensed Practical Nurse		1965	11	C
Registered Nurse		1966	20	C/AA
Home Care Services		1967		
Nursing Services		1968		
COLLEGE OF THE REDWOODS	Eugene J. Portugal, Superintendent-President	1964		
EUREKA 95501				
Medical Office Assistant		1969	18	AA
Registered Nurse		1967	20	AA
Hospital and Institution Services		1970	20	AA
Nursing Services		1971	18	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
COLLEGE OF THE SEQUOIAS	Ivan C. Crookshanks, Superintendent-President	1925		
VISALIA 93277				
Licensed Practical Nurse		1958	12	C
Registered Nurse		1970	18	AA
COLLEGE OF THE SISKIYOUS	Eugene Schumacher, President	1957		
WEED 96094				
Licensed Practical Nurse		1970	22	C
COMPTON COLLEGE	Abel B. Sykes, Jr., Superintendent-President	1927		
COMPTON 90221				
Licensed Practical Nurse		1953	12	C
Registered Nurse		1963	24	AS
Pharmacy Service		1955		
CONTRA COSTA JUNIOR COLLEGE DISTRICT				
CONTRA COSTA COLLEGE	Robert L. Wynne, President	1950		
SAN PABLO 94806				
Medical Emergency Technician		1950	20	C/AA
Inhalation Therapist		1950	20	C/AA
Medical Office Assistant		1970	20	C/AA
Physical Therapy Assistant		1970	20	C/AA
DIABLO VALLEY COLLEGE	William P. Niland, President	1949		
PLEASANT HILL 94523				
Dental Assistant		1953	18	C/AA
Dental Hygienist		1962	20	C/AA
Dental Laboratory Technician		1966	18	C/AA
CUESTA COLLEGE	Merlin E. Eisenbise, Superintendent-President	1963		
SAN LUIS OBISPO 93401				
Licensed Practical Nurse		1971	12	C
Registered Nurse		1966	18	C/AA
EL CAMINO COLLEGE	Stuart E. Marsee, Superintendent-President	1946		
TORRANCE 90506				
Dental Assistant		1975	20	C/AA
Dental Hygienist		1975	24	C/AA
Dental Laboratory Technician		1975	24	C/AA
Inhalation Therapist		1970	22	AA
Medical Office Assistant		1967	23	C/AA
Medical Records Technician		1972	24	C/AA
Psychiatric Aide		1975	24	AA
Licensed Practical Nurse		1967	12	C
Registered Nurse		1962	24	AA
Surgical Technician		1962	20	C/AA
Radiologic Technician		1970	33	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
FOOTHILL JR. COLLEGE DISTRICT				
DE ANZA COLLEGE	A. R. Dehart, President	1958		
CUPERTINO 95014				
Medical Office Assistant		1971	20	AA
Licensed Practical Nurse		1963	12	C
Registered Nurse		1970	21	AA
Physical Therapy Assistant		1970		
FOOTHILL COLLEGE	H. H. Semans, President	1957		
LOS ALTOS HILLS 94022				
Dental Assistant		1960	18	AA
Dental Hygienist		1964	22	AA
Inhalation Therapist		1966	21	AA
Orthopedic Assistant		1970	18	AA
Radiologic Technician		1961	32	AA
GAVILAN COLLEGE	Ralph Schroder, Superintendent	1919		
GILROY 95020				
Licensed Practical Nurse		1970	12	C
GLENDALE COLLEGE	John T. McCuen, President	1927		
GLENDALE 91208				
Medical Secretary		1960	20	C/AA
Licensed Practical Nurse		1957	12	C
GROSSMONT COLLEGE	Erv F. Metzgar, President	1961		
EL CAJON 92020				
Biomedical Engineering Technician		1968	24	AS
Dental Assistant		1964	18	AS
Inhalation Therapist		1969	24	AS
Registered Nurse		1967	18	AS
KERN COMMUNITY COLLEGE DISTRICT				
BAKERSFIELD COLLEGE	Burns L. Finlinson, President	1943		
BAKERSFIELD 93305				
Dental Assistant		1968	22	AA
Medical Office Assistant		1970	22	C/AA
Mental Health Assistant		1971	12	C/AA
Mental Health Assistant		1971	24	C/AA
Licensed Practical Nurse		1953	12	C
Registered Nurse		1957	22	AA
Radiologic Technician		1968	26	AA
PORTERVILLE COLLEGE	O. H. Shires, President	1927		
PORTERVILLE 93257				
Psychiatric Aide		1970	12	C
Licensed Practical Nurse		1965	17	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
LASSEN COLLEGE	Robert Theiler, Superintendent-President	1925		
SUSANVILLE 96130				
Licensed Practical Nurse		1925	12	C
Radiologic Technician		1925		C
LONG BEACH CITY COLLEGE	Wiley D. Garner, President	1927		
LONG BEACH 90808				
Dental Assistant		1949	21	C/AA
Inhalation Therapist		1969	22	C/AA
Medical Office Assistant		1949	21	C/AA
Medical Office Assistant		1949	11	C
Licensed Practical Nurse		1962	12	C
Registered Nurse		1959	21	C/AA
Radiologic Technician		1969	27	C/AA
Nursing Services		1966		
LOS ANGELES COMMUNITY COLLEGE DISTRICT				
EAST LOS ANGELES COLLEGE	John K. Wells, President	1945		
LOS ANGELES 90022				
Biomedical Engineering Technician		1945	20	AS
Inhalation Therapist		1968	22	AS
Medical Records Technician		1961	22	AA
Licensed Practical Nurse		1949	15	C
Registered Nurse		1957	20	AA
LOS ANGELES COUNTY COLLEGE	Louis Kaufman, President	1929		
LOS ANGELES 90029				
Biomedical Engineering Technician		1970	21	AA
Dental Assistant		1971	18	C
Dental Laboratory Technician		1965	36	C/AA
Medical Office Assistant		1960	24	C/AA
Medical Secretary		1946	24	C/AA
Registered Nurse		1958	22	AA
Optician		1949	20	AA
Vision Care Technician		1968	20	AA
Nuclear Medicine Technician		1963	30	AA
Radiologic Technician		1958	33	C/AA
Occupational Therapy Assistant		1968	21	C/AA
Dental Auxiliary Services		1968		
Rehabilitation Services		1968		
LOS ANGELES HARBOR COLLEGE	Wendell C. Black, President	1949		
WILMINGTON 90744				
Licensed Practical Nurse		1951	14	C
Registered Nurse		1963	23	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
LOS ANGELES PIERCE COLLEGE	John R. Nicklin, President	1947		
WOODLAND HILLS 91364				
Registered Nurse		1969	22	AA
LOS ANGELES SOUTHWEST COLLEGE	Leadie M. Clark, President	1967		
LOS ANGELES 90047				
Dental Assistant		1967	20	AA
Registered Nurse		1968	21	AA
Prosthetic/Orthotic Technician		1969	18	AA
LOS ANGELES TRADE-TECHNICAL COLLEGE	Fred J. Brinkman, President	1949		
LOS ANGELES 90015				
Mental Health Assistant		1970	20	C/AA
Licensed Practical Nurse		1950	15	C/AA
Surgical Technician		1968	10	C
Hospital and Institutional Services		1964		
Nursing Services		1964		
LOS ANGELES COMMUNITY COLLEGE DISTRICT				
LOS ANGELES VALLEY COLLEGE	Robert E. Horton, President	1949		
VAN NUYS 91401				
Licensed Practical Nurse		1964	12	C
Registered Nurse		1960	18	AA
LOS RIOS COMMUNITY COLLEGE DISTRICT				
AMERICAN RIVER COLLEGE	Douglas Burris, Acting President	1954		
SACRAMENTO 95841				
Inhalation Therapist		1970	22	AA
Medical Office Assistant		1970	22	AA
Medical Secretary		1969	22	AA
Registered Nurse		1968	27	AA
SACRAMENTO CITY COLLEGE	Sam Kipp, President	1916		
SACRAMENTO 95822				
Dental Assistant		1963	18	AA
Dental Hygienist		1970	20	C/AA
Medical Secretary		1956	18	AA
Licensed Practical Nurse		1953	17	C
Registered Nurse		1953	20	AA
Nursing Services		1966		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
MERCED COLLEGE	Lowell F. Barker, Superintendent-President	1962		
MERCED 95340				
Dental Assistant		1963	24	C/AA
Licensed Practical Nurse		1964	18	C
Radiologic Technician		1970	21	C/AS
MIRA COSTA COLLEGE	John MacDonald, President	1934		
OCEANSIDE 92054				
Licensed Practical Nurse		1965	16	C
MONTEREY PENINSULA COLLEGE	George J. Faul, President	1947		
MONTEREY 93940				
Dental Assistant		1960	24	C/AS
Medical Office Assistant		1963	24	C/AS
MT. SAN ANTONIO COLLEGE	Marie T. Mills, Superintendent-President	1946		
WALNUT 91789				
Inhalation Therapist		1964	23	AS
Psychiatric Aide		1970	12	C
Licensed Practical Nurse		1949	15	C
Registered Nurse		1958	22	AS
Radiologic Technician		1969	23	AS
Inhalational Therapy Services		1970		
Nursing Services		1961		
MT. SAN JACINTO COLLEGE	Milo P. Johnson, Superintendent-President	1962		
GILMAN HOT SPRINGS 92340				
Licensed Practical Nurse		1963	17	C
Nursing Services		1968		
NAPA COLLEGE	George W. Clark, President	1942		
NAPA 94558				
Inhalation Therapist		1970	18	AS
Psychiatric Aide		1969	12	C
Licensed Practical Nurse		1966	15	C
Registered Nurse		1970	18	AS
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT				
CYPRESS COLLEGE	Omar Scheidt, President	1966		
CYPRESS 90630				
Psychiatric Aide		1968	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
FULLERTON JUNIOR COLLEGE	John W. Casey, President	1913		
FULLERTON 92631				
Dental Assistant		1952	24	C/AA
Medical Office Assistant		1958	18	C/AA
Medical Records Technician		1964	18	AA
Licensed Practical Nurse		1951	12	C
Registered Nurse		1958	18	AS
Radiologic Technician		1958	20	C/AA
PALOMAR COLLEGE	Frederick R. Huber, Superintendent-President	1946		
SAN MARCOS 92069				
Registered Nurse		1967	22	AA
PASADENA CITY COLLEGE	Armen Sarafian, Superintendent-President	1924		
PASADENA 91106				
Dental Assistant		1950	22	C/AA
Dental Hygienist		1970	22	C/AA
Dental Laboratory Technician		1967	22	C/AA
Medical Office Assistant		1960	22	C/AA
Licensed Practical Nurse		1948	12	C
Registered Nurse		1953	24	C/AS
PERALTA JUNIOR COLLEGE DISTRICT				
COLLEGE OF ALAMEDA	Ernest H. Berg, President	1968		
ALAMEDA 94501				
Dental Assistant		1960	11	C/AS
Medical Office Assistant	Ernest H. Berg, President	1960	18	C/AS
FEATHER RIVER COLLEGE	Dale Wren, President	1968		
QUINCY 95971				
Licensed Practical Nurse		1973	21	C
LANEY COLLEGE	Steven P. Morena, President	1953		
OAKLAND 94606				
Licensed Practical Nurse	L. Jeitner	1950	14	C/AS
MERRITT COLLEGE	Norvel L. Smith, President	1953		
OAKLAND 94609				
Inhalation Therapist		1969	20	C/AA
Registered Nurse		1969	18	AA
Vision Care Technician		1966	18	C/AA
Radiologic Technician		1962	30	C/AA
Nursing Services		1970		
RIO HONDO COLLEGE	Walter M. Garcia, Superintendent-President	1960		
WHITTIER 90608				
Dental Assistant		1967	20	C/AA
Dental Hygienist		1967	20	C/AS
Inhalation Therapist		1971	20	C/AS
Medical Records Technician		1971	20	C/AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
Mental Health Assistant		1970	12	C
Licensed Practical Nurse		1961	12	C
Registered Nurse		1968	21	
Nursing Services		1965		
RIVERSIDE CITY COLLEGE	R. H. Bradshaw, President	1916		
RIVERSIDE 92506				
Dental Hygienist		1916	18	C/AA
Dental Laboratory Technician		1968	18	C/AA
Medical Office Assistant		1968	18	C/AA
Licensed Practical Nurse		1953	12	C
Registered Nurse		1957	20	AA
Hospital and Institutional Services		1961		
SADDLEBACK COMMUNITY COLLEGE DISTRICT	Fred H. Bremer, Superintendent President	1967		
MISSION VIEJO 92675				
Registered Nurse		1971	20	AA
SAN BERNARDINO VALLEY COLLEGE	Arthur M. Jensen, President	1926		
SAN BERNARDINO 92403				
Inhalation Therapist		1970	24	AS
Mental Health Assistant		1971	12	C
Licensed Practical Nurse		1951	14	C
Registered Nurse		1931	21	AA
SAN DIEGO COMMUNITY COLLEGE DISTRICT				
SAN DIEGO EVENING COLLEGE	Robert S. Hamilton, President	1962		
SAN DIEGO 92101				
Environmental Science Technician		1970	18	C/AS
Clinical (Physician) Specialist Services		1958		
Dental Auxiliary Services		1960		
Hospital and Institutional Services		1970		
Inhalation Therapy Services		1970		
Mental Health and Psychiatric Services		1970		
Nursing Services		1970		
Office Services (Medical and Dental		1961		
SAN DIEGO MESA COLLEGE	Ellis M. Benson, President	1963		
SAN DIEGO 92111				
Dental Assistant		1948	21	C/AS
Medical Office Assistant		1949	21	AS
Medical Records Technician		1970	21	AA
Medical Secretary		1965	21	C/AA
Medical Secretary		1965	21	C/AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
Licensed Practical Nurse		1948	11	C/AA
Radiologic Technician		1967	21	AS
Nursing Services		1968		
SAN JOAQUIN DELTA COLLEGE	Joseph L. Blanchard, Superintendent-President	1935		
STOCKTON 95204				
Medical Office Assistant		1968	24	C/AA
Licensed Practical Nurse		1954	15	C
Registered Nurse		1963	24	AA
Radiologic Technician		1971	24	AA
Nursing Services		1969		
Other		1969		
SAN JOSE CITY COLLEGE	Otto Roemmich, Superintendent-President	1927		
SAN JOSE 95114				
Dental Assistant		1959	21	AA
Mental Health Assistant		1969	21	AA
Registered Nurse		1960	21	AA
Dental Auxiliary Services		1960		
SAN MATEO JUNIOR COLLEGE DISTRICT				
CANADA COLLEGE	William A. Goss, President	1967		
REDWOOD CITY 94061				
Environmental Science Technician		1971	24	C/AS
Mental Health Assistant		1971	24	C/AA
Radiologic Technician		1969	32	C/AA
COLLEGE OF SAN MATEO	Robert L. Ewigleben, President	1922		
SAN MATEO 94402				
Dental Assistant		1960	18	AA
Licensed Practical Nurse		1953	12	C
Registered Nurse		1963	18	AA
SKYLINE COLLEGE	Philip C. Garlington, President	1969		
SAN BRUNO 94066				
Inhalation Therapist		1970	22	C/AA
Recreational Therapy Technician		1973	22	C/AA
SANTA ANA COLLEGE	John E. Johnson, President	1915		
SANTA ANA 92706				
Licensed Practical Nurse		1970	12	C
Registered Nurse		1972	22	AA
SANTA BARBARA CITY COLLEGE	Glenn G. Gooder, Superintendent-President	1946		
SANTA BARBARA 93105				
Dental Assistant		1970	24	AA
Medical Office Assistant		1967	24	AA
Licensed Practical Nurse		1953	18	C
Registered Nurse		1967	24	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
Radiologic Technician		1966	24	AA
Nursing Services		1967		
SANTA MONICA COLLEGE	Wade Thomas, President	1929		
SANTA MONICA 90406				
Inhalation Therapist		1968	24	C/AA
Medical Secretary		1971	20	AA
Licensed Practical Nurse		1964	12	OTHR
Registered Nurse		1967	22	AA
Radiologic Technician		1967	24	AA
Nursing Services		1970		
X-Ray/Radiological (Diagnostic and Therapeutic) Service		1970		
SANTA ROSE JUNIOR COLLEGE	Brook Tauzer, Acting Superintendent-President	1918		
SANTA ROSE 95401				
Dental Assistant		1959	18	AAS
Inhalation Therapist		1971	21	C/AA
Medical Office Assistant		1965	18	C/AA
Licensed Practical Nurse		1955	18	C
Registered Nurse		1942	21	C/AA
Radiologic Technician		1971	33	C/AA
Hospital and Institutional Services		1964		
SHASTA COLLEGE	Gilbert A. Collyer,	1949		
REDDING 96001	Superintendent-President			
Medical Office Assistant		1967	18	AA
Licensed Practical Nurse		1952	15	
Registered Nurse		1966	18	AA
Nursing Services		1960		
SIERRA COLLEGE	Harold M. Weaver,	1914		
ROCKLIN 95677	Superintendent-President			
Licensed Practical Nurse		1960	18	C
Registered Nurse		1971	24	AA
House Care Services		1966		
SOLANO COMMUNITY	N. Dallas Evans,	1966		
SUISIN COLLEGE	Superintendent-President			
Licensed Practical Nurse		1966	20	C
Registered Nurse		1970	22	AA
Nursing Services		1969		
STATE CENTER JUNIOR COLLEGE DISTRICT				
FRESNO CITY COLLEGE	Clyde C. McCully, President			
FRESNO 93704				
Dental Hygienist		1972	23	AS
Inhalation Therapist		1968	21	AS
Medical Office Assistant		1958	21	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
Medical Records Technician		1968	21	AS
Medical Secretary		1966	9	AS
Medical Secretary		1958	21	AS
Licensed Practical Nurse		1951	16	C/AS
Registered Nurse		1962	21	AA
Radiologic Technician		1968	30	C/AS
Nursing Services		1967		
REEDLEY COLLEGE	Clifford M. Boyer, President	1926		
REEDLEY 93654				
Dental Assistant		1958	18	C/AS
Medical Secretary		1965	20	AS
SWEETWATER JUNIOR COLLEGE DISTRICT				
SOUTHWESTERN COLLEGE	Chester S. Devore, Superintendent-President	1960		
CHULA VISTA 92010				
Licensed Practical Nurse		1967	12	C
Registered Nurse		1967	21	AA
Occupational Therapy Assistant		1968	11	C
Nursing Services		1967		
VENTURA COUNTY JUNIOR COLLEGE DISTRICT				
MOORPARK COLLEGE	John J. Collins, President	1964		
MOORPARK 93021				
Pharmacy Technician		1973	16	C/AA
VENTURA COLLEGE	Ray E. Loehr, President	1925		
VENTURA 93003				
Dental Assistant		1971	21	AS
Inhalation Therapist		1973	21	AA
Medical Office Assistant		1973	21	C/AA
Medical Secretary		1968	21	C/AA
Psychiatric Aide		1969	12	C
Licensed Practical Nurse		1951	12	C
Registered Nurse		1962	21	AA
Radiologic Technician		1971	24	AA
VICTOR VALLEY COLLEGE	Burton W. Wadsworth, President	1961		
VICTORVILLE 92392				
Hospital and Institutional Services		1968		
WEST VALLEY COLLEGE	James P. Hardy, Superintendent, President	1963		
CAMPBELL 95008				
Medical Office Assistant		1965	18	C/AS
Medical Records Technician		1970	24	C/AA
Licensed Practical Nurse		1965	18	OTHR
Nursing Services		1968		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
California—Continued				
YOSEMITE JUNIOR COLLEGE DISTRICT				
COLUMBIA JUNIOR COLLEGE	Harvey B. Rhodes, President	1967		
COLUMBIA 95310				
Licensed Practical Nurse		1967	12	C
MODESTO JUNIOR COLLEGE	Roy G. Mikalson, President	1921		
MODESTO 95350				
Dental Assistant		1966	18	AA
Medical Office Assistant		1965	18	AA
Medical Records Technician		1969	18	AA
Licensed Practical Nurse		1970	12	C
Registered Nurse		1963	18	AA
Inhalation Therapy Services		1963	18	
Nursing Services		1969		
Office Services (Medical and Dental)		1970		
YUBA COLLEGE	Daniel G. Walker, President	1927		
MARYSVILLE 95901				
Licensed Practical Nurse		1954	12	AA
Registered Nurse		1954	20	AA
Radiologic Technician		1966	35	C/AA
Colorado				
AIMS JUNIOR COLLEGE DISTRICT	Ed Beaty, President	1967		
GREELEY 80631				
Nursing Services		1970		
ARAPAHOE COMMUNITY COLLEGE	Allan Crawford, President	1965		
LITTLETON 801				
Medical Emergency Technician		1965	18	CAAS
Medical Laboratory Technician		1969	18	AAS
Orthopedic Assistant		1969	18	AAS
Medical Office Assistant		1967	18	CAAS
Medical Records Technician		1971	18	AAS
Mental Health Assistant		1971	18	AAS
Registered Nurse		1969	18	AAS
COLORADO MOUNTAIN COLLEGE				
EAST CAMPUS	Donald Hix, Vice President	1967		
LEADVILLE 80461				
Licensed Practical Nurse		1967	24	CAAS
Nursing Services		1969		
WEST CAMPUS	Elbie L. Gann, President	1967		
GLENWOOD SPRINGS 81601				
Environmental Science Technician		1967	18	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Colorado—Continued				
Medical Laboratory Technician		1972	18	AAS
Radiologic Technician		1972	15	AAS
COMMUNITY COLLEGE OF DENVER				
AURARIA CAMPUS DENVER 80204	Leland B. Luchsinger, President	1968		
Biomedical Engineering Technician		1968	18	CAAS
Dental Assistant		1968	24	AAS
Inhalation Therapist		1968	21	AAS
Mental Health Assistant		1971	24	CAAS
Licensed Practical Nurse		1970	12	C
Registered Nurse		1969	24	AAS
Surgical Technician		1970	9	C
Nuclear Medicine Technician		1969	24	AAS
Radiation Therapy Technician		1969	24	AAS
Radiologic Technician		1968	24	AAS
Home Care Services		1970		
Hospital and Institutional Services		1970		
Nursing Services		1970		
EL PASO COMMUNITY COLLEGE COLORADO SPRINGS 80903	Robert O. Hatton, President	1968		
Health Administrative Assistant		1971	9	C
Dental Assistant		1969	21	AS
Medical Secretary		1970	18	AS
Licensed Practical Nurse		1970	21	AS
Nursing Services		1970		
Office Services (Medical and Dental)		1971		
LAMAR COMMUNITY COLLEGE LAMAR 81052	Don L. Keith, President	1937		
Licensed Practical Nurse		1937	9	C
Nursing Services		1970	18	AS
MESA COLLEGE GRAND JUNCTION 81501	Theodore E. Albers, President	1925		
Medical Office Assistant		1965	18	AAS
Mental Retardation Specialist		1970	9	C
Licensed Practical Nurse		1958	12	C
Registered Nurse		1962	20	AS
Nursing Services		1969		
NORTHEASTERN JUNIOR COLLEGE STERLING 80751	E. S. French, President	1941		
Licensed Practical Nurse		1962	12	
Hospital and Institutional Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Colorado—Continued				
OTERO JUNIOR COLLEGE LA JUNTA 81050	William L. McDivitt, President	1941		
Registered Nurse		1941	18	AAS
RANGELY COLLEGE RANGELY 81648	John E. Roberts, President	1960		
Dental Assistant		1969	21	AAS
Dental Hygienist		1962	21	AS
Medical Secretary		1962	9	C
Nursing Aide		1971	9	C
Registered Nurse		1971	18	AAS
SOUTHERN COLORADO STATE COLLEGE-JUNIOR COLLEGE DIVISION PUEBLO 81005	J. Victor Hopper, President	1933		
Dental Hygienist		1972	20	AAS
Inhalation Therapist		1971	24	AAS
Mental Health Assistant		1968	24	AA
Psychiatric Aide		1967	9	C
Licensed Practical Nurse		1957	12	C
Registered Nurse		1964	18	AA
Radiologic Technician		1970	24	AAS
Physical Therapy Assistant		1970	24	AAS
TRINIDAD STATE JUNIOR COLLEGE TRINIDAD 81082	Guy C. Davis, President	1925		
Licensed Practical Nurse		1955	12	C
Medical Emergency Services		1970	12	C
Nursing Services		1968	18	AA
Connecticut				
GREATER HARTFORD COMMUNITY COLLEGE HARTFORD 06106	Arthur C. Banks, President	1967		
Environmental Science Technician		1967	24	AS
Medical Laboratory Technician		1970	24	AS
HOUSATONIC COMMUNITY COLLEGE STRATFORD 06497	Edward J. Liston, President	1966		
Health Administrative Assistant		1971	21	AA
Medical Laboratory Technician		1968	24	AS
Radiologic Technician		1971	30	C/AA
JUNIOR COLLEGE OF CONNECTICUT BRIDGEPORT 06602		1927		
Dental Hygienist		1949	18	AS
Mental Health Assistant		1971	21	AS
Registered Nurse		1963	19	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Connecticut—Continued				
MANCHESTER COMMUNITY COLLEGE	F. W. Lowe, Jr., President	1963		
MANCHESTER 06040				
Medical Laboratory Technician		1965	24	AS
Inhalation Therapist		1966	24	AS
Intravenous Technician		1972	24	AS
Registered Nurse		1972	24	AS
Surgical Technician		1967	24	AS
Occupational Therapy Assistant		1967	24	AS
MATTATUCK COMMUNITY COLLEGE	Charles B. Kinney, President	1967		
WATERBURY 06702				
Dental Assistant		1972	21	AS
Environmental Science Technician		1972	21	AS
Medical Laboratory Assistant		1972	21	AS
Inhalation Therapist		1972	24	AS
Medical Secretary		1972	21	AS
Home Health Aide		1969	21	AS
Mental Health Assistant		1969	21	AS
Registered Nurse		1972	24	AS
Radiologic Technician		1970	27	C/AS
MIDDLESEX COMMUNITY COLLEGE	Philip D. Wheaton, President	1966		
MIDDLETOWN 06457				
Mental Health Assistant		1971	21	AS
Radiologic Technician		1968	27	AS
MITCHELL COLLEGE	Robert C. Weller, President	1938		
NEW LONDON 06320				
Registered Nurse		1953	36	ACAD
NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE	Regina M. Duffy, President	1961		
WINSTED 06098				
Environmental Science Technician		1971	18	AS
Medical Laboratory Technician		1971	18	AS
Medical Secretary		1970	18	AS
NORWALK COMMUNITY COLLEGE	Everett I. L. Baker, President	1961		
NORWALK 06854				
Inhalation Therapist		1968	19	C/AS
Registered Nurse		1969	21	AS
POST JUNIOR COLLEGE	F. Burton Cook, President	1938		
WATERBURY 06708				
Medical Secretary		1940	18	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Connecticut—Continued				
QUINNIPIAC COLLEGE MT. CARMEL 06518	John H. Herder, President	1929		
Cytotechnologist		1967	36	AS
Inhalation Therapist		1968	24	AS
Physicians Assistant		1968	24	AS
Medical Records Technician		1971	24	AS
Medical Secretary		1960	24	AS
Veterinary Technician		1960	24	AS
Registered Nurse		1970	24	AS
Radiologic Technician		1968	27	AS
Delaware				
NORTHERN BRANCH WILMINGTON 19802	William A. Faucett, Director	1968		
Dental Assistant		1970	21	AAS
Environmental Science Technician		1971	21	AAS
Inhalation Therapist		1971	21	AAS
Registered Nurse		1972	24	AAS
SOUTHERN BRANCH GEORGETOWN 19947	Jack F. Owens, Director	1967		
Medical Laboratory Technician		1967	18	AAS
WESLEY COLLEGE DIVER 19901	Robert H. Parker, Dean	1918		
Medical Secretary		1950	18	AA
District of Columbia				
WASHINGTON TECHNICAL INSTITUTE WASHINGTON 20008	Cleveland Dennard, President	1967		
Inhalation Therapist		1970	21	AAS
Registered Nurse		1968	18	AAS
Radiologic Technician		1969	24	AAS
Florida				
BREVARD JUNIOR COLLEGE COCOA 32922	Maxwell C. King, President	1960		
Licensed Practical Nurse		1971	12	C
Registered Nurse		1965	21	AS
BROWARD COMMUNITY COLLEGE FORT LAUDERDALE 33314	A. Hugh Adams, President	1959		
Nursing Home Administration		1972	20	C/AS
Dental Assistant		1972	20	AS
Medical Emergency Technician		1971	20	C/AS
Medical Laboratory Technician		1971	20	AS
Inhalation Therapist		1968	20	AS
Medical Office Assistant		1965	20	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Florida—Continued				
Medical Records Technician		1972	20	C/AS
Mental Health Assistant		1972	20	AS
Registered Nurse		1963	20	AS
Radiologic Technician		1968	30	AS
Physical Therapy Assistant		1968	20	C/AS
CENTRAL FLORIDA JUNIOR COLLEGE	Genry E. Goodlett, President	1957		
OCALA 32670				
Medical Secretary		1961	18	AA
Registered Nurse		1963	21	AS
Radiologic Technician		1964	21	C/AS
Nursing Services		1964		
CHIPOLA JUNIOR COLLEGE	Raymond M. Deming, President	1947		
MARIANNA 32446				
Mental Retardation Specialist		1969	18	AAS
DAYTONA BEACH COMMUNITY COLLEGE	Roy F. Bergengre, Jr. President	1958		
DAYTONA BEACH 32015				
Mental Health Assistant		1967	21	AS
Licensed Practical Nurse		1950	12	C
Registered Nurse		1962	21	AS
Medical Technician		1963	10	C
Hospital and Institutional Services		1969		
Nursing Services		1968		
EDISON JUNIOR COLLEGE	David G. Robinson, President	1962		
FORT MEYERS 33901				
Registered Nurse		1969	20	AS
Environmental Control Services		1967		
FLORIDA JUNIOR COLLEGE AT JACKSONVILLE	Benjamin R. Wygal, President	1963		
JACKSONVILLE 32205				
Dental Assistant		1970	11	C
Medical Laboratory Technician		1968	24	AS
Inhalation Therapist		1968	16	AS
Licensed Practical Nurse		1950	12	C
Registered Nurse		1967	16	AS
Optician		1969	24	AS
Nursing Services		1970		
FLORIDA KEYS COMMUNITY COLLEGE	John S. Smith, President	1965		
KEY WEST 33040				
Registered Nurse		1966	18	AS
GULF COAST JUNIOR COLLEGE	Richard E. Morley, President	1957		
PANAMA CITY 32401				
Dental Assistant		1970	18	C/AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Florida—Continued				
Registered Nurse		1963	20	AAS
HILLSBOROUGH JUNIOR COLLEGE	Morton S. Shanberg, Acting President	1968		
TAMPA 33601				
Medical Records Technician		1971	24	AS
Registered Nurse		1970	24	AS
Nuclear Medicine Technician		1970	24	AS
INDIAN RIVER JUNIOR COLLEGE	Herman A. Heise, President	1960		
FORT PIERCE 33450				
Licensed Practical Nurse		1968	12	C
Registered Nurse		1965	18	AS
Radiologic Technician		1970	24	C/AS
Nursing Services		1970		
LAKE COUNTY COMMUNITY COLLEGE	Herbert E. Phillips, President	1962		
LAKE CITY 32055				
Registered Nurse		1964	18	AS
MANATEE JUNIOR COLLEGE	Samuel R. Neel, Jr., President	1951		
BRADENTON 33505				
Registered Nurse		1960	18	AA
Medical Emergency Services		1969		
MIAMI-DADE JUNIOR COLLEGE	Peter Masiko, Jr., President	1959		
MIAMI 33156				
Nursing Home Administration		1959	20	AS
Dental Hygienist		1970	22	AS
Environmental Science Aide		1971	12	C/AS
Environmental Science Technician		1970	24	C/AS
Medical Laboratory Assistant		1971	12	C
Medical Laboratory Technician		1967	20	AS
Inhalation Therapist		1967	23	AS
Medical Office Assistant		1970	20	AS
Medical Records Technician		1967	20	AS
Medical Secretary		1968	18	AS
Mental Health Assistant		1967	20	AS
Licensed Practical Nurse		1969	12	C
Registered Nurse		1966	24	AS
Surgical Technician		1967	8	C
Vision Care Technician		1967	22	AS
Radiologic Technician		1968	24	AS
Occupational Therapy Assistant		1973	20	AS
Physical Therapy Assistant		1967	22	AS
Food and Dietary Services		1963		
Inhalation Therapy Services		1971		
Medical Emergency Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Florida—Continued				
NORTH FLORIDA JUNIOR COLLEGE	Stephen T. McMahon, President	1958		
MADISON 32340				
Licensed Practical Nurse		1964	12	C
PALM BEACH JUNIOR COLLEGE	Harold C. Manor, President	1953		
LAKE WORTH 33460				
Dental Assistant		1966	10	C
Dental Hygienist		1962	20	C/AS
Dental Laboratory Technician		1966	21	C/AS
Medical Office Assistant		1960	18	C/AS
Mental Health Assistant		1970	16	AS
Dietary Technician		1970	18	C/AS
Registered Nurse		1959	18	C/AS
Occupational Therapy Assistant		1970	19	AS
Nursing Services		1968		
PENSACOLA JUNIOR COLLEGE	T. Felton Harrison, President	1948		
PENSACOLA 32504				
Dental Assistant		1966	10	C
Dental Hygienist		1962	18	C/AS
Licensed Practical Nurse		1950	12	C
Medical Emergency Services		1970		
Mental Health and Psychiatric Services		1968		
Nursing Services		1968		
POLK JUNIOR COLLEGE	F. T. Lenfestey, President	1963		
WINTER HAVEN 33880				
Medical Laboratory Assistant		1967	20	AS
Medical Secretary		1965	18	AS
Registered Nurse		1965	19	AS
Office Services (Medical and Dental)		1970		
ST. JOHNS RIVER JUNIOR COLLEGE	Charles W. Lapradd, President	1958		
PALATKA 32077				
Environmental Science Technician		1969	24	AS
ST. PETERSBURG JUNIOR COLLEGE	Michael M. Bennett, President	1927		
ST. PETERSBURG 33733				
Nursing Home Administrator		1968	21	AS
Dental Hygienist		1963	21	AS
Mental Retardation Specialist		1969	21	AS
Dietary Technician		1964	21	AS
Registered Nurse		1954	21	AS
Physical/Occupational Therapy Assistant		1968	21	AS
Environmental Control Services		1968	21	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Florida—Continued				
Inhalation Therapy Services		1968	21	AS
Medical Emergency Services		1969		
Nursing Services		1969		
SANTA FE JUNIOR COLLEGE	Joseph W. Fordyce, President	1965		
GAINESVILLE 32601				
Dental Assistant		1971	12	C/AA
Cardiovascular Technician		1970	24	C/AA
Physicians Assistant		1971	24	C/AA
Licensed Practical Nurse		1956	12	C
Registered Nurse		1969	24	AA
Radiologic Technician		1968	24	AA
Nursing Services		1969		
SEMINOLE JUNIOR COLLEGE	Earl S. Weldon, President	1965		
SANFORD 32771				
Licensed Practical Nurse		1966	12	C
Registered Nurse		1971	21	C
SOUTH FLORIDA JUNIOR COLLEGE	W. A. Stallard, President	1965		
AVON PARK 33825				
Licensed Practical Nurse		1971	12	C
Nursing Services		1969	12	C
TALLAHASSEE COMMUNITY COLLEGE	Fred W. Turner, President	1965		
TALLAHASSEE 32304				
Medical Laboratory Technician		1971	18	AAS
Registered Nurse		1970	21	AAS
VALENCIA JUNIOR COLLEGE	James F. Gollattscheck, President	1967		
ORLANDO 32809				
Medical Laboratory Technician		1969	21	AS
Inhalation Therapist		1970	21	AS
Registered Nurse		1971	21	AS
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	J. Clyde Driggers, President	1933		
TIFTON 31794				
Medical Records Technician		1972	21	AS
Medical Secretary		1966	18	AS
Registered Nurse		1966	21	AS
ALBANY JUNIOR COLLEGE	B. R. Tilley, President	1963		
ALBANY 31705				
Dental Hygienist		1970	19	AA
Registered Nurse		1967	21	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Florida—Continued				
BRUNSWICK JUNIOR COLLEGE	John W. Teel, President	1961		
BRUNSWICK 31520				
Medical Laboratory Technician		1961	21	AS
Registered Nurse		1967	21	AS
CLAYTON JUNIOR COLLEGE	Harry S. Downs, President	1965		
MORROW 30260				
Dental Hygienist		1971	21	AA
Registered Nurse		1969	21	AA
DALTON JUNIOR COLLEGE	Derrell C. Roberts, President	1963		
DALTON 30720				
Health Administrative Assistant		1970	21	AS
Medical Laboratory Technician		1970	24	AS
Medical Records Technician		1971	21	AS
DEKALB COLLEGE	James H. Hinson, Jr., President	1963		
CLARKSTON 30021				
Registered Nurse		1967	18	AS
Radiologic Technician		1969	21	AS
GAINESVILLE JUNIOR COLLEGE	Hugh Mills, Jr., President	1964		
GAINESVILLE 30501				
Medical Laboratory Technician		1971	24	AS
Radiologic Technician		1971	24	AS
KENNESAW JUNIOR COLLEGE	Horace W. Sturgis, President	1963		
MARIETTA 30060				
Registered Nurse		1968	18	AS
Georgia				
MACON JUNIOR COLLEGE	Jack K. Carlton, President	1965		
MACON 31206				
Dental Hygienist		1968	18	AS
Registered Nurse		1971	18	AS
MIDDLE GEORGIA COLLEGE	Louis C. Alderman, Jr., President	18[illegible]		
COCHRAN 31014				
Dental Hygienist		1967	18	AS
Environmental Science Technician		1970	18	AS
Medical Laboratory Technician		1960	18	AS
Registered Nurse		1972	18	AS
SOUTH GEORGIA COLLEGE	Denton R. Coker, President	1927		
DOUGLAS 31533				
Registered Nurse		1968	18	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Hawaii				
UNIVERSITY OF HAWAII COMMUNITY COLLEGE SYSTEM				
HAWAII COMMUNITY COLLEGE	Mitsugu Sumada, Provost	1969		
HILO 96720				
Licensed Practical Nurse		1966	11	C
KAPIOLANI COMMUNITY COLLEGE	Raymond Y. C. Won, Provost	1966		
HONOLULU 96814				
Dental Assistant		1966	9	C
Medical Office Assistant		1969	18	AS
Licensed Practical Nurse		1966	9	C
Radiologic Technician		1970	24	AS
Nursing Services		1967		
KAUAI COMMUNITY COLLEGE	Philip K. Ige, Provost	1965		
LIHUE 96766				
Licensed Practical Nurse		1969	11	C
Nursing Services		1970		
MAUI COMMUNITY COLLEGE	Harold G. Luntey, Provost	1965		
KAHULUI MAUI 96732				
Registered Nurse		1969	21	AS
Idaho				
COLLEGE OF SOUTHERN IDAHO	James . Taylor, President	1964		
TWIN FALLS 83301				
Licensed Practical Nurse		1965	11	AA
Registered Nurse		1971	19	AA
NORTH IDAHO JUNIOR COLLEGE	Barry G. Schuler, President	1939		
COEUR D' ALENE 83814				
Mental Health Assistant		1939	18	AAS
Registered Nurse		1970	21	AAS
RICKS COLLEGE	John L. Clarke, President	1915		
REXBURG 83440				
Registered Nurse		1957	19	AAS
Illinois				
BELLEVILLE AREA COLLEGE	H. J. Haberaecker, President	1946		
BELLEVILLE 62221				
Medical Laboratory Technician		1970	18	AAS
Inhalation Therapist		1970	9	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
Medical Office Assistant		1970	18	AAS
Medical Records Technician		1970	18	AAS
Registered Nurse		1958	21	AAS
Surgical Technician		1969	9	C
Radiologic Technician		1969	24	AAS
Physical Therapy Assistant		1969	18	AAS
Nursing Services		1969		
BLACK HAWK COLLEGE	Alban E. Reid, President	1946		
MOLINE 61265				
Dental Assistant		1971	9	C
Dental Hygienist		1971	22	AAS
Inhalation Therapist		1969	24	AAS
Licensed Practical Nurse		1967	11	C
Registered Nurse		1967	22	AAS
BLACK HAWK COLLEGE EAST	Max F. Wingett, Provost	1967		
KEWANEE 61443				
Licensed Practical Nurse		1970	11	C
CARL SANDBURG COLLEGE	Eltis Henson, President	1966		
GALESBURG 61401				
Nursing Home Administrator		1970	21	CAAS
Mental Health Assistant		1968	21	CAAS
Licensed Practical Nurse		1969	12	C
Registered Nurse		1970	21	AAS
Radiologic Technician		1969	24	AAS
Nursing Services		1970		
CENTRAL YMCA COMMUNITY COLLEGE	Donald A. Canar, President	1960		
CHICAGO 60606				
Medical Laboratory Technician		1968	20	C/AS
Inhalation Therapist		1968	29	C/AS
Radiologic Technician		1968	24	C/AS
CITY COLLEGES OF CHICAGO				
AMUNDSEN-MAYFAIR COLLEGE	Theodore G. Phillips, President	1956		
CHICAGO 60630				
Registered Nurse		1964	21	AA
KENNEDY-KING COLLEGE	Maceo T. Bowie, President			
CHICAGO 60621				
Registered Nurse		1970	36	AA
LOOP COLLEGE	David H. Heller, President	1962		
CHICAGO 60601				
Dental Assistant		1969	18	C
Environmental Science Aide		1970		C
Home Care Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
MALCOLM X COLLEGE CHICAGO 60612	Charles H. Hurst, Jr., President	1911		
Health Administrative Assistant		1971	24	C/AS
Medical Laboratory Technician		1969	24	AS
Dialysis Technician		1969	24	C/AS
Inhalation Therapist		1969	24	AS
Medical Records Technician		1971	24	C/AS
Dietary Technician		1971	24	C/AS
Surgical Technician		1968	11	C
Radiologic Technician		1969	26	C/AS
Inhalation Therapy Services		1968		
OLIVE-HARVEY COLLEGE CHICAGO 60628	Doyle O. Bonjour, President			
Registered Nurse		1968	16	AA
WILBUR WRIGHT COLLEGE CHICAGO 60634	Ernest V. Clements, President	1934		
Radiologic Technician		1969	24	AA
COLLEGE OF DUPAGE GLEN ELLYN 60137	Rodney Berg, President	1966		
Nursing Home Administrator		1969	8	C
Registered Nurse		1969	20	AA
Radiologic Technician		1969	24	CAAS
COLLEGE OF LAKE COUNTY GRAYSLAKE 60030	Richard Erzen, President	1967		
Dental Assistant		1969	11	C
Dental Hygienist		1972	20	AAS
Environmental Science Technician		1972	18	AAS
Medical Laboratory Technician		1971	18	AAS
Medical Records Technician		1971	18	CAAS
Licensed Practical Nurse		1969	11	C
Registered Nurse		1969	18	AAS
Radiologic Technician		1972	18	AAS
Physical Therapy Assistant		1971	18	AAS
DANVILLE JUNIOR COLLEGE DANVILLE 61832	Mary Miller, President	1949		
Licensed Practical Nurse		1963	12	C
Home Care Services		1969		
Nursing Services		1970		
ELGIN COMMUNITY COLLEGE ELGIN 60120	Gilbert I. Reener, President	1949		
Dental Assistant		1968	9	C
Registered Nurse		1965	21	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
ILLINOIS CENTRAL COLLEGE EAST PEORIA 61611	Kenneth L. Edwards, President	1966		
Nursing Home Administrator		1966	21	AAS
Dental Assistant		1966	9	C
Dental Hygienist		1971	21	AAS
Medical Laboratory Technician		1970	21	AAS
Inhalation Therapist		1970	21	AAS
Medical Office Assistant		1970	9	C
Medical Records Technician		1968	21	AAS
Licensed Praactical Nurse		1969	12	C
Registered Nurse		1968	21	AAS
Surgical Technician		1968	9	C
Occupational Therapy Assistant		1968	21	AAS
Physical Therapy Assistant		1968	21	AAS
ILLINOIS EASTERN JUNIOR COLLEGES				
LINCOLN TRAIL COLLEGE ROBINSON 62454	Dr. Joseph C. Piland, President	1969		
Environmental Science Technician		1973	22	AAS
OLNEY CENTRAL COLLEGE OLNEY 62450	Gail L. Lathrop, President	1962		
Registered Nurse		1969	20	AS
WABASH VALLEY COLLEGE MT. CARMEL 62863	James R. Davis, President	1960		
Licensed Practical Nurse		1965	11	C
ILLINOIS VALLEY COMMUNITY COLLEGE OGLESBY 61348	R. E. Trobaugh, President	1966		
Registered Nurse		1967	21	AA
JOHN A. LOGAN COLLEGE CARTERVILLE 62918	Nathan A. Ivey, President	1967		
Dental Assistant		1972	9	C
Environmental Science Technician		1973	18	AAS
Registered Nurse		1974	21	AAS
JOLIET JUNIOR COLLEGE JOLIET 60436	Douglas G. Graham, Acting President	1901		
Dental Assistant		1972	10	C
Dental Hygienist		1972	22	AAS
Dental Laboratory Technician		1972	22	AAS
Environmental Science Technician		1974	22	CAAS
Medical Laboratory Technician		1973	22	CAAS
Inhalation Therapist		1973	22	AAS
Registered Nurse		1969	18	AAS
Radiologic Technician		1973	22	CAAS
Nursing Services		1969		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
KANKAKEE COMMUNITY COLLEGE	Jack Samlin, President	1966		
KANKAKEE 60901				
Licensed Practical Nurse		1964	12	C
Registered Nurse		1969	24	AAS
Radiologic Technician		1971	24	AAS
KASKASKIA COLLEGE	Eugene McClintock, President	1941		
CENTRALIA 62801				
Dental Assistant		1969	9	C
Dental Hygienist		1971	18	AAS
Registered Nurse		1970	18	AAS
KISHWAUKEE COLLEGE	W. Lamar Fly, President	1967		
MALTA 60150				
Licensed Practical Nurse		1970	10	C
Radiologic Technician		1968	35	AAS
LAKE LAND COLLEGE	Virgil H. Judge, President	1966		
MATTOON 61938				
Dental Assistant		1967	9	C
Dental Hygienist		1967	21	AAS
Medical Laboratory Technician		1970	24	AAS
Licensed Practical Nurse		1967	12	C
ILLINOIS EASTERN JUNIOR COLLEGES				
LEWIS AND CLARK COMMUNITY COLLEGE	G. E. Myers, President	1970		
GODFREY 62035				
Registered Nurse		1971	20	AA
LINCOLN LAND COMMUNITY COLLEGE	Robert L. Poorman, President	1967		
SPRINGFIELD 62703				
Inhalation Therapist		1969	24	AAS
Mental Health Assistant		1969	20	AAS
Registered Nurse		1973	21	AAS
MALLINCKRODT COLLEGE	Sr. M. Marcella Ripper, President	1918		
WILMETTE 60091				
Registered Nurse		1918	18	C/AA
MCHENRY COUNTY COLLEGE	President	1967		
CRYSTAL LAKE 60014				
Medical Laboratory Technician		1969	21	AS
Nursing Services		1969		
MORAINE VALEY COMMUNITY COLLEGE	Robert E. Turner, President	1967		
PALOS HILLS 60465				
Medical Laboratory Technician		1968	22	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
Inhalation Therapist		1970	22	CAAS
Medical Records Technician		1970	12	C
Registered Nurse		1973	22	AAS
Surgical Technician		1968	12	C
Radiologic Technician		1968	26	CAAS
MARION COLLEGE	Arthur C. Classen, Acting	1924		
CICERO 60650	President			
Dental Assistant		1947	24	AAS
Registered Nurse		1965	24	AAS
Physical Therapy Assistant		1969	24	AAS
PARKLAND COLLEGE	William M. Staerkel, President	1966		
CHAMPAIGN 61820				
Dental Assistant		1967	9	C
Dental Hygienist		1968	21	AAS
Environmental Science Technician		1973	19	AAS
Medical Laboratory Technician		1972	26	AAS
Inhalation Therapist		1971	26	AAS
Mental Health Assistant		1973	19	AAS
Registered Nurse		1968	20	AAS
Surgical Technician		1970	10	C
Radiologic Technician		1972	26	AAS
Occupational Therapy Assistant		1973	19	AAS
Physical Therapy Assistant		1972	19	AAS
Nursing Services		1970		
PRAIRIE STATE COLLEGE	Ashley Johnson, Acting President	1958		
CHICAGO HEIGHTS 60411				
Dental Assistant		1961	10	C
Dental Hygienist		1967	24	AAS
Dental Laboratory Technician		1973	20	CAAS
Inhalation Therapist		1973	20	AAS
Mental Health Assistant		1968	20	AAS
Registered Nurse		1966	20	AAS
RAND LAKE COLLEGE	J. M. Snyder, President	1967		
INA 62846				
Licensed Practical Nurse		1961	12	C
Surgical Technician		1970	9	C
ROCK VALLEY COLLEGE	Karl J. Jacobs, President	1964		
ROCKFORD 61101				
Dental Assistant		1966	9	C
Inhalation Therapist		1968	24	AAS
Mental Health Assistant		1968	18	AAS
Registered Nurse		1967	18	AAS
SAUK VALLEY COLLEGE	Edward J. Sabol, President	1965		
DIXON 61021				
Dental Assistant		1965	12	C
Dental Hygienist		1965	18	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
Medical Laboratory Technician		1970	21	AAS
Licensed Practical Nurse		1967	11	C
Registered Nurse		1968	18	AAS
Radiologic Technician		1966	28	AAS
SHAWNEE COLLEGE	Loren E. Klaus, President	1967		
ULLIN 62992				
Licensed Practical Nurse		1969	12	C
SOUTHEASTERN ILLINOIS COLLEGE	Joseph Deaton, President			
HARRISBURG 62946				
Medical Secretary		1969	21	AAS
Licensed Practical Nurse		1956	11	C
SPOON RIVER COLLEGE	Hearl Bishop, President	1959		
CANTON 61520				
Licensed Practical Nurse		1972	11	C
THORNTON COMMUNITY COLLEGE	J. Philip Dalby, President	1927		
HARVEY 60426				
Medical Records Technician		1970	21	AA
Medical Secretary		1970	21	AA
Mental Health Assistant		1967	21	AA
Licensed Practical Nurse		1970	12	C
Registered Nurse		1965	21	AA
Radiologic Technician		1970	27	AA
Occupational Therapy Assistant		1970	21	AA
TRITON COLLEGE	Herbert Zeitlin, President	1964		
RIVER GROVE 60171				
Dental Assistant		1968	9	C
Dental Laboratory Technician		1969	20	AS
Medical Laboratory Technician		1969	18	AS
Dialysis Technician		1971	18	C/AS
Inhalation Therapist		1968	20	AS
Orthopedic Assistant		1971	20	AS
Licensed Practical Nurse		1967	12	C
Registered Nurse		1966	18	AS
Surgical Technician		1971	9	C
Radiologic Technician		1968	30	AS
WAUBONSEE COMMUNITY COLLEGE	Forest D. Etheredge, President	1966		
SUGAR GROVE 60554				
Home Health Aide		1971	9	C
Registered Nurse		1970	18	AAS
WILLLIAM RAINEY HARPER COLLEGE	Robert E. Lahti, President	1965		
PALATINE 60067				
Dental Hygienist		1968	20	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Illinois—Continued				
Medical Laboratory Technician		1971	22	AAS
Inhalation Therapist		1971	20	AAS
Medical Records Technician		1971	20	AAS
Licensed Practical Nurse		1969	12	C
Registered Nurse		1967	18	AAS
Surgical Technician		1971	10	C
Radiologic Technician		1971	24	AAS
Nursing Services		1970		
WINSTON CHURCHILL COLLEGE	William D. Lower, President	1965		
PONTIAC 61764				
Licensed Practical Nurse		1971	12	C
Indiana				
MALLORY TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1969		
INDIANAPOLIS 46202				
Medical Laboratory Assistant		1968	9	C
Medical Office Assistant		1969	9	C
Surgical Technician		1970	12	C
Radiologic Technician		1970	27	AAS
NORTH CENTRAL TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1968		
KOKOMO 46901				
Medical Office Assistant		1971	9	C
NORTHWEST TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1968		
46409				
Medical Office Assistant		1969	9	C
Licensed Practical Nurse		1968	12	C
Surgical Technician		1970	12	C
ST. JOSEPH VOCATIONAL TECHNICAL COLLEGE	Mary H. Hume, Consultant	1967		
SOUTH BEND 46619				
Medical Laboratory Assistant		1968	9	C
Medical Office Assistant		1969	9	C
Licensed Practical Nurse		1968	12	C
Surgical Technician		1970	12	C
Hospital and Institutional Services		1970		
TIPPEWA TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1968		
LAFAYETTE 47904				
Medical Laboratory Assistant		1968	9	C
Inhalation Therapist		1970	9	C
Licensed Practical Nurse		1968	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Indiana—Continued				
Surgical Technician		1968	12	C
WABASH VALLEY TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1966		
TERRE HAUTE 47802				
Medical Office Assistant		1971	9	C
WHITE RIVER VALLEY TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1967		
COLUMBUS 47201				
Licensed Practical Nurse		1968	12	C
Surgical Technician		1970	12	C
WHITEWATER TECHNICAL INSTITUTE	Mary H. Hume, Consultant	1968		
RICHMOND 47374				
Medical Laboratory Assistant		1968	9	C
VINCENNES UNIVERSITY	Isaac K. Beckes, President	1801		
VINCENNES 47591				
Inhalation Therapist		1901	24	C/AS
Physical Therapy Assistant		1901	18	C/AS
Iowa				
DES MOINES AREA COMMUNITY COLLEGE				
ANKENY CAMPUS	Paul J. Lowery, Superintendent	1966		
ANKENY 50021				
Dental Assistant		1968	12	C
Medical Laboratory Technician		1969	12	C
Medical Office Assistant		1967	12	C
Licensed Practical Nurse		1969	12	C
Registered Nurse		1971	24	AAS
Surgical Technician		1968	12	C
Nursing Services		1968		
BOONE CAMPUS	Emil H. Stadel, Dean	1927		
BOONE 50036				
Licensed Practical Nurse		1963	12	C
EASTERN IOWA COMMUNITY COLLEGE DISTRICT				
CLINTON COMMUNITY COLLEGE	Dean F. Travis, Dean	1946		
CLINTON 52732				
Licensed Practical Nurse		1962	11	C
Registered Nurse		1970	22	AAS
Nursing Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Iowa—Continued				
SCOTT COMMUNITY COLLEGE	Donald G. Foreman, Dean	1966		
DAVENPORT 52001				
Medical Laboratory Technician		1965	12	C
Licensed Practical Nurse		1960	11	C
Registered Nurse		1971	24	AS
Surgical Technician		1967	12	C
HAWKEYE INSTITUTE OF TECHNOLOGY	Travis Martin, Superintendent	1966		
WATERLOO 50704				
Dental Assistant		1969	12	OTHR
Medical Laboratory Assistant		1967	12	OTHR
Licensed Practical Nurse		1967	12	OTHR
Hospital and Institutional Services		1967		
INDIAN HILLS COMMUNITY COLLEGE	Mel Everingham, Presidentt			
OTTUMWA 52501				
Licensed Practical Nurse		1962	11	OTHR
Registered Nurse		1969	24	AS
IOWA CENTRAL COMMUNITY COLLEGE (AREA V)	Edwin Barbour, Superintendent	1966		
FORT DODGE 50501				
Dental Assistant		1970	11	C
Medical Office Assistant		1964	11	C
Licensed Practical Nurse		1966	11	C
Registered Nurse		1964	22	AAS
Medical Emergency Services		1970		
Nursing Services		1966		
IOWA LAKES COMMUNITY COLLEGE	H. Edwin Cramer, Superintendent	1967		
ESTHERVILLE 51334				
Licensed Practical Nurse		1967	12	C
Registered Nurse		1971	24	AAS
Nursing Services		1970		
IOWA WESTERN COMMUNITY COLLEGE				
CLARINDA CAMPUS	J. Brian Trambley, Director	1966		
CLARINDA 51632				
Licensed Practical Nurse		1955	11	C
COUNCIL BLUFFS CAMPUS	Robert D. Looft, Superintendent	1966		
COUNCIL BLUFFS 51501				
Nursing Home Administrator		1973	18	AAS
Dental Assistant		1968	11	C
Environmental Science Technician		1973	18	AAS
Medical Office Assistant		1967	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Iowa—Continued				
Medical Secretary		1974	9	C
Mental Health Assistant		1974	15	C
Licensed Practical Nurse		1966	11	C
Registered Nurse		1969	22	AS
Surgical Technician		1968	11	C
Radiologic Technician		1974	12	C
KIRKWOOD COMMUNITY COLLEGE	S. A. Ballantyne, Superintendent	1966		
CEDAR RAPIDS 52406				
Dental Assistant		1967	12	OTHR
Dental Laboratory Technician		1968	24	OTHR
Medical Emergency Aide		1971	12	OTHR
Environmental Science		1968	12	OTHR
Orthopedic Assistant		1968	18	OTHR
Medical Office Assistant		1967	12	OTHR
Licensed Practical Nurse		1966	12	OTHR
Registered Nurse		1970	24	OTHR
Surgical Technician		1971	12	OTHR
Occupational Therapy Assistant		1968	12	OTHR
Nursing Services		1968		
MARSHALLTOWN COMMUNITY COLLEGE	James A. McKinstry, Dean	1927		
MARSHALLTOWN 50158				
Dental Assistant		1967	11	OTHR
Licensed Practical Nurse		1970	11	OTHR
Hospital and Institutional Services		1965		
MOUNT ST. CLARE COLLEGE	Sr. Cecile Devereux, President	1918		
CLINTON 52732				
Medical Secretary		1964	18	AS
NORTH IOWA AREA COMMUNITY COLLEGE	David R. Pierce, President	1918		
MASON CITY 50401				
Medical Office Assistant		1918	9	OTHR
Medical Secretary		1959	18	AA
Licensed Practical Nurse		1961	11	OTHR
Registered Nurse		1967	21	AAS
NORTHEAST IOWA AREA VOCATIONAL/TECHNICAL SCHOOL	Max R. Clark, Superintendent	1966		
CALMAR 52132				
Licensed Practical Nurse		1967	11	C
Registered Nurse		1970	22	AAS
Home Care Services		1967		
Hospital and Institutional Services		1969		AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Iowa—Continued				
NORTHWEST IOWA VOCATIONAL SCHOOL	Daniel W. McPherson, Superintendent	1966		
SHELDON 51201				
Medical Laboratory Technician		1966	18	AAS
Registered Nurse		1972	24	AAS
Physical Therapy Assistant		1972	18	AAS
Medical Emergency Services		1970		
Nursing Services		1968		
SOUTHEASTERN IOWA AREA COMMUNITY COLLEGE				
BURLINGTON CENTER	C. W. Callison, Superintendent	1920		
BURLINGTON 52601				
Medical Laboratory Assistant		1967	12	C
Medical Office Assistant		1967	11	C
Licensed Practical Nurse		1965	11	C
Hospital and Institutional Services		1969		
KEOKUK CAMPUS	C. W. Callison, Superintendent	1953		
KEOKUK 52632				
Registered Nurse		1969	22	AAS
SOUTHWESTERN COMMUNITY COLLEGE	W. R. Pierce, Jr., Superintendent	1966		
CRESTON 50801				
Licensed Practical Nurse		1969	11	C
WALDORF COLLEGE	Gerrish Severson, Acting President	1920		
FOREST CITY 50436				
Medical Secretary		1920	18	AA
WESTERN IOWA TECHNICAL	Robert H. Kiser, Superintendent	1966		
SIOUX CITY 51105				
Dental Assistant		1966	12	OTHR
Licensed Practical Nurse		1966	12	OTHR
Registered Nurse		1971	22	AS
Nursing Services		1968		
Kansas				
ALLEN COUNTY COMMUNITY JUNIOR COLLEGE	Bill R. Spencer, President	1923		
IOLA 66749				
Mental Health Assistant		1968	36	AS
BARTON COUNTY COMMUNITY JUNIOR COLLEGE	C. O. Robinson, President	1965		
GREAT BEND 67530				
Registered Nurse		1969	22	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Kansas—Continued				
BUTLER COUNTY COMMUNITY JUNIOR COLLEGE	Edwin J. Walbourn, President	1927		
EL DORADO 67042				
Registered Nurse		1966	20	AA
CLOUD COUNTY COMMUNITY JUNIOR COLLEGE	Arley A. Bryant, President	1965		
CONCORDIA 66901				
Registered Nurse		1973	24	AA
COLBY COMMUNITY JUNIOR COLLEGE	Richard H. Mosier, President	1964		
COLBY 67701				
Dental Assistant		1973	24	AS
Environmental Science Technician		1973	24	AS
Medical Secretary		1973	24	AS
Licensed Practical Nurse		1969	12	C
Physical Therapy Assistant		1973	24	AS
COWLEY COUNTY COMMUNITY JUNIOR COLLEGE VOCATIONAL-TECHNICAL	Gwendel A. Nelson, President	1922		
ARKANSAS CITY 67005				
Mental Health Assistant		1969	18	C/AS
Licensed Practical Nurse		1969	12	C
Hospital and Institutional Services		1957		
DODGE CITY COMMUNITY COLLEGE	Charles M. Barnes, President	1933		
DODGE CITY 67801				
Dental Assistant		1974	18	CAAS
Licensed Practical Nurse		1958	12	C
Registered Nurse		1975	28	C/AA
Radiologic Technician		1974	18	CAAS
FORT SCOTT COMMUNITY JUNIOR COLLEGE	M. Leon Foster, President	1919		
FORT SCOTT 66701				
Licensed Practical Nurse		1970	12	C
Registered Nurse		1970	24	AA
GARDEN CITY COMMUNITY JUNIOR COLLEGE	L. C. Crouch, President	1919		
GARDEN CITY 67846				
Registered Nurse		1970	18	AS
HESSTON COLLEGE	Laban Peachey, President	1927		
HESSTON 67062				
Registered Nurse		1966	21	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Kansas—Continued				
HUTCHINSON COMMUNITY JUNIOR COLLEGE	A. H. Elland, President	1928		
HUTCHINSON 67501				
Medical Records Technician		1966	20	AA
Radiologic Technician		1966	20	AA
INDEPENDENCE COMMUNITY JUNIOR COLLEGE	Neil Edds, President	1925		
INDEPENDENCE 67301				
Home Health Aide		1971	24	C/AA
Licensed Practical Nurse		1970	12	C
JOHNSON COUNTY COMMUNITY JUNIOR COLLEGE	Robert G. Harris, President	1967		
SHAWNEE MISSION 66203				
Inhalation Therapist		1969	24	AA
Registered Nurse		1971	18	AA
KANSAS CITY KANSAS COMMUNITY JUNIOR COLLEGE	Jack M. Flint, President	1923		
KANSAS CITY 66101				
Dental Assistant		1970	18	AA
Inhalation Therapist		1969	20	AA
Registered Nurse		1970	22	AA
LABETTE COMMUNITY JUNIOR COLLEGE	C. E. Thiebaud, President	1923		
PARSONS 67357				
Registered Nurse		1968	21	AA
Radiologic Technician		1969	30	AA
Mental Health and Psychiatric Services		1969		
NEOSHO COUNTY COMMUNITY JUNIOR COLLEGE	J. C. Sanders, President	1935		
CHANUTE 66720				
Licensed Practical Nurse		1963	12	C
Kentucky				
MIDWAY JUNIOR COLLEGE	Albert N. Cox, President	1844		
MIDWAY 40347				
Registered Nurse		1967	18	AA
Radiologic Technician		1971	36	AA
RICHMOND COMMUNITY COLLEGE	Kenneth Clawson, Dean	1966		
RICHMOND 40475				
Environmental Science Technician		1966	24	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Kentucky—Continued				
Medical Laboratory Technician		1966	24	AA
Inhalation Therapist		1966	24	AA
Medical Office Assistant		1970	24	AA
Medical Records Technician		1969	24	AA
Mental Health Assistant		1969	24	AA
Registered Nurse		1966	24	AA
Radiologic Technician		1966	24	AA
UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE				
ASHLAND COMMUNITY COLLEGE	Robert L. Goodpaster, Director	1937		
ASHLAND 41101				
Environmental Science Technician		1973	21	AAS
Medical Laboratory Technician		1973	21	AAS
Medical Secretary		1973	21	AAS
Mental Health Assistant		1973	21	AAS
Dietary Technician		1973	21	AAS
Registered Nurse		1957	21	ACAD
ELIZABETHTOWN COMMUNITY COLLEGE	James S. Owen, Director	1963		
ELIZABETHTOWN 42701				
Registered Nurse		1965	24	AAS
HAZARD COMMUNITY COLLEGE	J. Marvin Jolly, Director	1968		
HAZARD 41701				
Registered Nurse		1968		AAS
HENDERSON COMMUNITY COLLEGE	Marshall Arnold, Director	1960		
HENDERSON 42420				
Medical Laboratory Technician		1968	21	AAS
Mental Health Assistant		1968	18	AAS
Registered Nurse		1963	18	AS
Radiologic Technician		1963	18	AAS
UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES				
HOPKINSVILLE COMMUNITY COLLEGE	Thomas L. Riley, Director	1965		
HOPKINSVILLE 42240				
Medical Laboratory Assistant		1965	18	CAAS
Mental Health Assistant		1965	18	CAAS
Registered Nurse		1970	18	CAAS
JEFFERSON COMMUNITY COLLEGE	John T. Smith, Director	1966		
LOUISVILLE 40201				
Health Administrative Assistant		1972	16	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Kentucky—Continued				
Environmental Science Technician		1972	16	AAS
Medical Laboratory Assistant		1971	18	AAS
Inhalation Therapist		1971	16	AAS
Podiatric Assistant		1971	16	AAS
Medical Secretary		1968	16	AAS
Mental Health Assistant		1970	18	AAS
Registered Nurse		1968	16	AAS
Vision Care Technician		1968	18	AAS
LEXINGTON TECHNICAL INSTITUTE	M. L. Archer, Director	1965		
LEXINGTON 40506				
EEG Technician		1967	22	AAS
Dental Laboratory Technician		1965	18	AAS
Dialysis Technician		1971	16	AAS
Inhalation Therapist		1968	18	AAS
Registered Nurse		1965	16	AAS
Radiologic Technician		1967	28	AAS
MADISONVILLE COMMUNITY COLLEGE	G. Harold Massey, Director	1968		
MADISONVILLE 42431				
Registered Nurse		1970	18	AS
PADUCAH COMMUNITY COLLEGE	Donald J. Clemens, President-Director	1932		
PADUCAH 42001				
Dental Hygienist		1932	22	AAS
Medical Records Technician		1971	24	AAS
Medical Secretary		1971	24	AAS
Registered Nurse		1964	16	AA
Radiologic Technician		1964	28	AAS
UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES				
PRESTONBURG COMMUNITY COLLEGE	Henry A. Campbell Jr., Director	1964		
PRESTONBURG 41653				
Medical Office Assistant		1973	16	AA
Medical Records Technician		1973	16	AA
Mental Health Assistant		1973	16	AA
Registered Nurse		1972	16	AA
SOMERSET COMMUNITY COLLEGE	Roscoe D. Kelley, Director	1965		
SOMERSET 42501				
Environmental Science Technician		1965	21	AAS
Medical Laboratory Technician		1967	21	AAS
Medical Office Assistant		1967	21	AAS
Mental Health Assistant		1967	21	AAS
Registered Nurse		1967	21	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Kentucky—Continued				
SOUTHEAST COMMUNITY COLLEGE	George L. Luster, Director	1960		
CUMBERLAND 40823				
Dental Assistant		1973	24	C/AA
Environmental Science Technician		1973	24	C/AA
Medical Laboratory Technician		1973	24	C/AA
Medical Secretary		1973	24	C/AA
Mental Health Assistant		1973	24	C/AA
Dietary Technician		1973	24	C/AA
Registered Nurse		1973	24	C/AA
Recreational Therapy Technician		1973	24	C/AA
Louisiana				
DELGADO JUNIOR COLLEGE	Marvin E. Thames, President	1961		
NEW ORLEANS 70119				
Biomedical Engineering Technician		1971	24	AS
Dental Assistant		1972	12	C
Environmental Science Technician		1972	24	AS
Inhalation Therapist		1971	24	C/AS
Medical Records Technician		1971	12	C
Home Health Aide		1970	12	C
Surgical Technician		1971	24	AS
Optician		1972	24	AS
Radiologic Technician		1971	24	C/AS
Occupational Therapy Assistant		1971	24	C/AS
LOUISIANA STATE UNIVERSITY TWO YEAR CAMPUSES				
ALEXANDRIA	M. N. Abrams, Dean	1960		
ALEXANDRIA 71301				
Registered Nurse		1964	22	AA
SHREVEPORT	Donald E. Shipp, Dean	1967		
SHREVEPORT 71105				
Dental Hygienist		1967	21	AS
Maine				
EASTERN MAIN VOCATIONAL-TECHNICAL INSTITUTE	Francis B. Sprague, Director	1966		
BANGOR 04401				
Environmental Science Technician		1971	18	AAS
Medical Laboratory Technician		1971	18	AAS
Licensed Practical Nurse		1971	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Maine—Continued				
NORTHERN MAINE VOCATIONAL-TECHNICAL INSTITUTE	Harold L. Mailman, Director	1961		
PRESQUE ISLE 04769				
Licensed Practical Nurse		1954	12	OTHR
WESTBROOK COLLEGE	James F. Dickinson, President	1925		
PORTLAND 04103				
Dental Hygienist		1961	21	AAS
Medical Office Assistant		1934	21	AAS
Registered Nurse		1965	21	AAS
Maryland				
ALLEGANY COMMUNITY COLLEGE	W. Ardell Haines, President	1961		
CUMBERLAND 21502				
Dental Hygienist		1970	24	AA
Environmental Science Technician		1970	24	AA
Medical Laboratory Technician		1972	24	AA
Mental Health Assistant		1972	24	AA
Registered Nurse		1970	24	AA
Occupational Therapy Assistant		1972	24	AA
ANNE ARUNDEL COMMUNITY COLLEGE	Robert P. Ludlum, President	1960		
ARNOLD 21012				
Mental Health Assistant		1970	21	AA
Registered Nurse		1966	18	AA
CATONSVILLE COMMUNITY COLLEGE	B. A. Barringer, President	1957		
BALTIMORE 21228				
Environmental Science Technician		1972	20	AA
Medical Laboratory Technician		1967	18	AA
Mental Health Assistant		1967	20	AA
Registered Nurse		1965	18	AA
Radiologic Technician		1965	20	AA
CECIL COMMUNITY COLLEGE	Robert L. Nash, President	1968		
NORTH EAST 21901				
Medical Laboratory Assistant		1968	20	C/AA
Medical Secretary		1969	18	AA
CHARLES COUNTY COMMUNITY COLLEGE	J. N. Carsey, President	1958		
LA PLATA 20646				
Environmental Science Aide		1969	9	C
Environmental Science Technician		1969	21	AA
Environmental Control Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Maryland—Continued				
CHESAPEAKE COLLEGE WYE MILLS 21679	George Silver, President	1965		
Medical Laboratory Technician		1971	20	AA
COMMUNITY COLLEGE OF BALTIMORE BALTIMORE 21215	Harry Bard, President	1947		
Denntal Assistant		1968	10	C
Dental Hygienist		1970	18	AA
Dental Laboratory Technician		1968	19	AA
Medical Laboratory Technician		1963	18	AA
Inhalation Therapist		1969	20	AA
Medical Records Technician		1966	20	AA
Medical Secretary		1950	20	AA
Mental Health Assistant		1967	21	AA
Dietary Technician		1965	18	AA
Registered Nurse		1965	18	AA
Radiologic Technician		1968	30	AA
Occupational Therapy Assistant		1968	21	C/AA
Physical Therapy Assistant		1969	18	AA
ESSEX COMMUNITY COLLEGE BALTIMORE COUNTY 21237	Vernon Wanty, President	1957		
Health Administrative Assistant		1969	16	AA
Medical Laboratory Technician		1970	16	AA
Medical Secretary		1968	16	AA
Mental Health Assistant		1968	16	AA
Registered Nurse		1967	16	AA
Radiologic Technician		1971	25	AA
FREDERICK COMMUNITY COLLEGE FREDERICK 21701	L. W. Stephens, President	1957		
Dental Assistant		1972	22	AA
Medical Laboratory Technician		1972	24	AA
Medical Secretary		1972	22	AA
Registered Nurse		1967	22	AA
HAGERSTOWN JUNIOR COLLEGE HAGERSTOWN 21740	Atlee C. Kepler, President	1946		
Registered Nurse		1969	21	AA
HARFORD JUNIOR COLLEGE BEL AIR 21014	Joseph N. Hankin, President	1957		
Registered Nurse		1966	21	AA
MONTGOMERY COLLEGE TAKOMA PARK 20012	Robert Wiley, Dean			
Dental Assistant		1960	20	C/AA
Dental Laboratory Technician		1969	20	C/AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Maryland—Continued				
Radiological Health Technician		1960	24	AA
Medical Laboratory Technician		1969	21	AA
Physicians Assistant		1972	22	C/AA
Medical Office Assistant		1972	18	AA
Medical Secretary		1946	18	AA
Mental Health Assistant		1969	21	AA
Registered Nurse		1966	20	AA
Radiological Technician		1969	30	AA
Dental Auxiliary Services		1966		
ROCKVILLE CAMPUS	Wayne Von Der Weele, Dean			
ROCKVILLE 20850				
Medical Secretary		1946	18	AA
Recreational Therapy Technician		1974	20	AA
PRINCE GEORGE'S COMMUNITY COLLEGE	Watson F. Pindell, President	1958		
LARGO 20870				
Nursing Home Administrator		1976	24	AA
Dental Assistant		1970	24	AA
Medical Laboratory Technician		1970	24	AA
Mental Health Assistant		1970	24	AA
Dietary Technician		1976	24	AA
Registered Nurse		1967	24	AA
Radiologic Technician		1967	24	AA
VILLA JULIE COLLEGE	Sr. Mary Stephen, President	1952		
STEVENSON 21153				
Dental Assistant		1952	18	AA
Medical Laboratory Technician		1952	18	AA
Medical Office Assistant		1947	18	AA
Mental Health Assistant		1947	18	AA
Geriatric Assistant		1947	18	AA
Occupational Therapy Assistant		1947	18	AA
Physical Therapy Assistant		1947	18	AA
Massachusetts				
BAY PATH JUNIOR COLLEGE	Douglas D. Perkins, President	1949		
LONGMEADOW 01106				
Medical Secretary		1947	21	AS
BECKER JUNIOR COLLEGE	Donald H. Hughes, President	1942		
WORCESTER 01609				
Medical Secretary		1945	21	AS
BERKSHIRE COMMUNITY COLLEGE	Thomas E. O'Connell, President	1960		
PITTSFIELD 01201				
Environmental Science Aide		1970	8	C
Registered Nurse		1969	18	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Massachusetts—Continued				
BRISTOL COMMUNITY COLLEGE	Jack P. Hudnall, President	1965		
FALL RIVER 02720				
Dental Hygienist		1969	18	AS
Medical Laboratory Technician		1971	18	AA
Mental Health Assistant		1971	20	AS
Registered Nurse		1967		AS
CAPE COD COMMUNITY COLLEGE	E. Carleton Nickerson, President	1960		
WEST BARNSTABLE 02668				
Dental Hygienist		1972	18	AA
Registered Nurse		1968	18	AA
DEAN JUNIOR COLLEGE	Donald E. Deyo, President	1941		
FRANKLIN 02038				
Medical Secretary		1955	18	AS
FISHER JUNIOR COLLEGE	Scott A. Fisher, President	1903		
BOSTON 02116				
Vision Care Technician		1972	8	AS
GREENFIELD COMMUNITY COLLEGE	Lewis O. Turner, President	1962		
GREENFIELD 01301				
Environmental Science Technician		1973	20	AS
Mental Health Assistant		1969	19	AS
Registered Nurse		1963	18	AS
HOLYOKE COMMUNITY COLLEGE	George E. Frost, President	1946		
HOLYOKE 01040				
Environmental Science Technician		1971	21	AS
Medical Records Technician		1970	22	AS
Registered Nurse		1970	20	AS
Radiologic Technician		1969	26	AS
LASELL JUNIOR COLLEGE	Kenneth M. Greene, President	1851		
AUBURNDALE 02166				
Registered Nurse		1954	18	AS
MASSACHUSETTS BAY COMMUNITY COLLEGE	John F. McKenzie, President	1961		
WATERTOWN 02172				
Medical Secretary		1961	21	AS
Registered Nurse		1967	21	AS
MASSASOIT COMMUNITY COLLEGE	John W. Musselman, President	1966		
WEST BRIDGEWATER 02379				
Registered Nurse		1968	20	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Massachusetts—Continued				
MOUNT IDA JUNIOR COLLEGE NEWTON 02159	F. Roy Carlson, President	1938		
Medical Office Assistant		1942	18	AS
MOUNT WACHUSETT COMMUNITY COLLEGE GARDNER 01440	Arthur F. Haley, President	1963		
Registered Nurse		1971	24	AS
NEWTON JUNIOR COLLEGE NEWTONVILLE 02160	Charles W. Dudley, President	1946		
Registered Nurse		1959	21	AS
NORTH SHORE COMMUNITY COLLEGE BEVERLY 01915	Harold E. Shively, President	1965		
Environmental Science Technician		1968	20	AS
Mental Health Assistant		1968	20	AS
Licensed Practical Nurse		1968	20	AS
Radiologic Technician		1969	27	AS
Physical/Occupational Therapy Assistant		1970	20	AS
NORTHERN ESSEX COMMUNITY COLLEGE HAVERHILL 01830	Harold Bentley, President	1960		
Dental Hygienist		1971	21	AS
Inhalation Therapist		1971	21	AS
Medical Records Technician		1970	20	AS
Registered Nurse		1968	20	AS
Radiologic Technician		1971	27	AS
QUINSIGAMOND COMMUNITY COLLEGE WORCESTER 01605	Paul G. Preus, President	1963		
Dental Assistant		1971	20	AS
Dental Hygienist		1971	20	AS
Inhalation Therapist		1970	20	AS
Mental Health Assistant		1971	20	AS
Registered Nurse		1966	20	AS
Radiologic Technician		1970	26	AS
SPRINGFIELD TECHNICAL COMMUNITY COLLEGE SPRINGFIELD 01105	Edmond P. Garvey, President	1967		
Biomedical Engineering Technician		1967	20	AS
Dental Assistant		1947	9	C
Dental Hygienist		1971	18	C/AS
Environmental Science Technician		1971	18	AS
Medical Laboratory Assistant		1962	12	C
Medical Laboratory Technician		1970	21	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Massachusetts—Continued				
Inhalation Therapist		1965	21	AS
Medical Office Assistant		1970	18	C/AS
Mental Health Assistant		1968	18	AS
Registered Nurse		1970	18	AS
Surgical Technician		1961	9	C
Radiologic Technician		1970	30	AS
Physical Therapy Assistant		1964	18	AS
WORCESTER JUNIOR COLLEGE	Clifton W. Emery, Jr., President	1938		
WORCESTER 01608				
Medical Laboratory Technician		1952	24	AA
Michigan				
BAY DE NOC COMMUNITY COLLEGE	Richard L. Rinehart, President	1963		
ESCANABA 49829				
Dental Assistant		1969	11	C
Dental Hygienist		1969	20	
Licensed Practical Nurse		1965	11	C
DEVENPORT COLLEGE OF BUSINESS	Robert W. Sneden, President	1960		
GRAND RAPIDS 49502				
Medical Office Assistant		1959	18	AS
DELTA COLLEGE UNIVERSITY CENTER 48710	Donald J. Carlyon, President	1958		
Health Administrative Assistant		1958	20	AAS
Dental Assistant		1969	16	AAS
Dental Hygienist		1969	20	AAS
Dental Laboratory Technician		1971	20	AAS
Environmental Science Technician		1971	20	AAS
Cytotechnologist		1971	20	AAS
Medical Laboratory Technician		1971	20	AAS
Inhalation Therapist		1971	22	AAS
Medical Records Technician		1971	20	AAS
Registered Nurse		1961	20	CAAS
Radiologic Technician		1968	30	AAS
Occupational Therapy Assistant		1968	20	AAS
Physical Therapy Assistant		1971	20	AAS
Nursing Services		1968		
GENESEE COMMUNITY COLLEGE	Charles N. Pappas, President	1923		
FLINT 48503				
Dental Assistant		1963	9	C
Dental Hygienist		1967	24	AA
Licensed Practical Nurse		1963	12	C
Registered Nurse		1954	20	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Michigan—Continued				
GLEN OAKS COMMUNITY COLLEGE	Harold V. Scheffer, President	1965		
CENTREVILLE 49032				
Licensed Practical Nurse		1967	12	C
Registered Nurse		1973	18	AAS
GOGEBIC COMMUNITY COLLEGE	James D. Perry, President	1932		
IRONWOOD 49938				
Licensed Practical Nurse		1970	12	C
GRAND RAPIDS JUNIOR COLLEGE	F. J. McCarthy, Dean	1914		
GRAND RAPIDS 49502				
Dental Assistant		1965	21	AAS
Dental Hygienist		1971	21	AAS
Environmental Science Technician		1974	21	AA
Medical Laboratory Technician		1972	21	AA
Inhalation Therapist		1974	21	AA
Licensed Practical Nurse		1948	11	C
Registered Nurse		1967	21	AAS
Optician		1974	21	AA
Physical Therapy Assistant		1973	21	AA
HENRY FORD COMMUNITY COLLEGE	James O. McCann, President	1938		
DEARBORN 48128				
Registered Nurse		1938	22	AS
HIGHLAND PARK COLLEGE	Paul Jones, Dean	1918		
HIGHLAND PARK 48203				
Dental Laboratory Technician		1967	20	C/AA
Medical Laboratory Technician		1967	22	AA
Inhalation Therapist		1968	22	AA
Medical Office Assistant		1952	10	C
Registered Nurse		1965	22	AA
JACKSON COMMUNITY COLLEGE	Harold D. McAninch, President	1928		
JACKSON 49201				
Dental Assistant		1928	24	AAS
Medical Office Assistant		1928	24	AAS
Licensed Practical Nurse		1961	12	C
Registered Nurse		1975	24	OTHR
Radiologic Technician		1957	27	C/AA
KALAMAZOO VALLEY COMMUNITY COLLEGE	Dale B. Lake, President	1966		
KALAMAZOO 49001				
Dental Hygienist		1970	18	AS
Medical Office Assistant		1968	18	AAS
Medical Records Technician		1970	18	CAAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Michigan—Continued				
Registered Nurse		1970	18	AS
KELLOGG COMMUNITY COLLEGE	Richard F. Whitmore, President	1956		
BATTLE CREEK 49016				
Dental Assistant		1971	11	C
Dental Hygienist		1970	21	AAS
Medical Laboratory Technician		1970	18	AS
Medical Office Assistant		1970	18	AS
Licensed Practical Nurse		1949	12	C
Registered Nurse		1962	18	AS
Radiologic Technician		1968	21	AAS
Physical Therapy Assistant		1971	18	AS
LAKE MICHIGAN COLLEGE	James L. Lehman, President	1946		
BENTON HARBOR 49022				
Medical Laboratory Technician		1967	20	AAS
Licensed Practical Nurse		1962	12	C
Registered Nurse		1969	18	AAS
Radiologic Technician		1969	24	AAS
Nursing Services		1970		
LANSING COMMUNITY COLLEGE	Philip J. Gannon, President	1957		
LANSING 48914				
Dental Assistant		1964	12	C
Dental Hygienist		1970	22	AS
Medical Laboratory Technician		1972	22	AS
Inhalation Therapist		1972	22	AS
Orthopedic Assistant		1972	22	AS
Medical Office Assistant		1973	22	AS
Licensed Practical Nurse		1948	12	C
Registered Nurse		1966	22	AS
Nursing Services		1967		
MACOMB COUNTY COMMUNITY COLLEGE				
CENTER CAMPUS	Dezo V. Silagyi, Dean	1954		
MT. CLEMENS 48043				
Dental Assistant		1968	18	CAAS
Dental Hygienist		1973	22	AAS
Environmental Science Technician		1973	22	AAS
Medical Laboratory Technician		1971	22	AAS
Inhalation Therapist		1968	22	AAS
Medical Office Assistant		1968	9	C
Dietary Technician		1971	22	AAS
Licensed Practical Nurse		1970	12	C
Registered Nurse		1968	20	AAS
Radiologic Technician		1973	22	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Michigan—Continued				
MID MICHIGAN COMMUNITY COLLEGE	Eugene W. Gillaspy, President	1965		
HARRISON 48625				
Licensed Practical Nurse		1969	11	C
MONROE COUNTY COMMUNITY COLLEGE	Ronald Campbell, President	1964		
MONROE 48161				
Environmental Science Technician		1970	24	C/AS
Registered Nurse		1972	24	AS
MONTCALM COMMUNITY COLLEGE	Donald D. Fink, President	1965		
SIDNEY 48885				
Licensed Practical Nurse		1966	11	C
MUSKEGON COMMUNITY COLLEGE	Charles M. Greene, President	1926		
MUSKEGON 49443				
Dental Assistant		1968	10	C
Licensed Practical Nurse		1962	12	C
Hospital and Institutional Services		1965		
NORTH CENTRAL MIGHICAN COLLEGE	A. D. Shankland, President	1958		
PETOSKEY 49770				
Inhalation Therapist		1968	24	AS
Registered Nurse		1966	24	AS
NORTHWESTERN MICHIGAN COLLEGE	James M. Davis, President	1951		
TRAVERSE CITY 49684				
Dental Assistant		1965	18	OTHR
Medical Office Assistant		1956	18	OTHR
Licensed Practical Nurse		1948	11	C
Registered Nurse		1961	24	AS
OAKLAND COMMUNITY COLLEGE				
AUBURN HILLS CAMPUS	Edward A. Gallagher, Provost	1964		
AUBURN HEIGHTS 48057				
Mental Health Assistant		1971	18	AS
HIGHLAND LAKES CAMPUS	Gerald E. Faye, Provost	1964		
UNION LAKE 48085				
Nursing Home Administrator		1971	18	AS
Biomedical Engineering Technician		1971	18	C/AS
Dental Assistant		1965	10	C
Dental Hygienist		1972	18	AS
Medical Laboratory Technician		1965	18	AS
Inhalation Therapist		1972	18	C/AS
Pharmacy Technician		1971	18	C/AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Michigan—Continued				
Licensed Practical Nurse		1967	12	C
Registered Nurse		1965	20	AS
Nuclear Medicine Technician		1972	18	C/AS
Nursing Services		1968		
ORCHARD RIDGE CAMPUS FARMINGTON 48024	S. James Manilla, Provost			
Medical Secretary		1968		C/AS
Food and Dietary Services		1967		
ST. CLAIR COUNTY COMMUNITY COLLEGE PORT HURON 48060	R. L. Norris, Vice President	1923		
Dental Assistant		1923	20	AS
Dental Hygienist		1923	20	AS
Dental Laboratory Technician		1923	20	AS
Medical Laboratory Technician		1923	32	AS
Inhalation Therapist		1923	20	AS
Licensed Practical Nurse		1959	11	C
Registered Nurse		1954	22	AS
Radiologic Technician		1954	22	AS
Occupational Therapy Assistant		1954	20	AS
Nursing Services		1969		
SCHOOLCRAFT COLLEGE LIVONIA 48151	Eric J. Bradner, President	1961		
Biomedical Engineering Technician		1969	32	OTHR
Dental Hygienist		1975	18	
Medical Laboratory Technician		1973	18	AS
Medical Records Technician		1967	16	OTHR
Medical Secretary		1965	18	AA
Mental Health Assistant		1972	16	AS
Licensed Practical Nurse		1964	11	C
Registered Nurse		1965	20	AS
Radiologic Technician		1975	18	AS
Occupational Therapy Assistant		1968	11	C
Physical Therapy Assistant		1974	18	AS
SOUTHWESTERN MICHIGAN COLLEGE DOWAGIAC 49047	Stanley J. Hergenroeder, President	1964		
Environmental Science Technician		1972	22	AAS
Licensed Practical Nurse		1966	11	C
Registered Nurse		1970	22	AAS
WASHTENAW COMMUNITY COLLEGE ANN ARBOR 48107	David H. Ponitz, President	1965		
Biomedical Engineering Technician		1973	24	C/AA
Dental Assistant		1968	18	C/AA
Environmental Science Technician		1972	24	C/AA
Medical Laboratory Technician		1972	24	C/AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Michigan—Continued				
Inhalation Therapist		1966	21	C/AA
Medical Secretary		1966	20	AA
Mental Health Assistant		1973	24	C/AA
Radiologic Technician		1966	24	C/AA
Physical Therapy Assistant		1973	24	C/AA
Food and Dietary Services		1970		
WAYNE COUNTY COMMUNITY COLLEGE	Murray Jackson, President	1969		
DETROIT 48202				
Health Administrative Assistant		1969	24	AAS
Environmental Science Technician		1970	24	CAAS
Medical Laboratory Technician		1970	28	C/AS
Medical Records Technician		1971	20	C/AA
Registered Nurse		1971	18	AAS
Occupational Therapy Assistant		1971	24	AAS
WEST SHORE COMMUNITY COLLEGE	John M. Eaton, President	1967		
SCOTTVILLE 49454				
Licensed Practical Nurse		1969	12	C
Minnesota				
ANOKA-RAMSEY STATE JUNIOR COLLEGE	Ronald H. Denison, President	1965		
COON RAPIDS 55433				
Dental Assistant		1965	18	C/AA
Dental Hygienist		1965	18	C/AA
Medical Records Technician		1970	21	C/AA
Medical Secretary		1970	18	C/AA
Registered Nurse		1966	18	C/AA
Optician		1966	18	C/AA
Occupational Therapy Assistant		1969	18	C/AA
Recreational Therapy Technician		1966	18	C/AA
CORBETT COLLEGE	Sr. M. Bonita Moen, President	1957		
CROOKSTON 56716				
Mental Health Assistant		1969	18	C/AA
FERGUS FALLS STATE JUNIOR COLLEGE	Wesley A. Waage, President	1960		
FERGUS FALLS 56537				
Medical Laboratory Technician		1970	21	C/AA
Licensed Practical Nurse		1970	11	C
HIBBING STATE JUNIOR COLLEGE	Homer C. Kelley, President	1916		
HIBBING 55746				
Medical Secretary		1962	18	AA
Registered Nurse		1964	22	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Minnesota—Continued				
ITASCA STATE JUNIOR COLLEGE	Harold E. Wilson, President	1922		
GRAND RAPIDS 55744				
Medical Office Assistant		1964	11	C
Licensed Practical Nurse		1964	11	C
Vision Care Technician		1970	11	C
LAKEWOOD STATE JUNIOR COLLEGE	Carl Gerber, President	1967		
WHITE BEAR LAKE 55110				
Dietary Technician		1973	18	OTHR
Registered Nurse		1974	18	CAAS
METROPOLITAN STATE JUNIOR COLLEGE	Robert W. Jensen, President	1965		
MINNEAPOLIS 55403				
Mental Health Assistant		1970	18	AAS
Registered Nurse		1970	18	AA
NORMANDALE STATE JUNIOR COLLEGE	Dale A. Lorenz, President	1965		
BLOOMINGTON 55431				
Dental Assistant		1968	10	C
Dental Hygienist		1969	18	C/AA
Orthopedic Assistant		1970	18	C/AA
Medical Office Assistant		1970	18	C/AA
Medical Secretary		1968	18	AA
Registered Nurse		1972	18	C/AA
RAINY RIVER STATE JUNIOR COLLEGE	Wallace A. Simpson, President	1967		
INTERNATIONAL FALLS 56649				
Medical Laboratory Technician		1967	12	C
Licensed Practical Nurse		1967	12	C
ROCHESTER STATE JUNIOR COLLEGE	Charles E. Hill, President	1915		
ROCHESTER 55901				
Dental Hygienist		1915	18	AA
Medical Laboratory Technician		1970	18	AA
Registered Nurse		1968	20	AA
ST. MARY'S JUNIOR COLLEGE	Sr. Anne Joachim More, President	1964		
MINNEAPOLIS 55406				
Medical Laboratory Technician		1964	21	AAS
Inhalation Therapist		1967	21	AAS
Medical Records Technician		1964	21	AAS
Registered Nurse		1964	21	AAS
Occupational Therapy Assistant		1964	21	AAS
Physical Therapy Assistant		1967	21	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Minnesota—Continued				
WILLMAR STATE JUNIOR COLLEGE	John W. Torgelson, President	1961		
WILLMAR 56201				
Environmental Science Technician		1961	21	CAAS
Mental Health Assistant		1961	21	AS
Radiologic Technician		1961	21	CAAS
WORTHINGTON STATE JUNIOR COLLEGE	W. Donald Olsen, President	1936		
WORTHINGTON 56187				
Licensed Practical Nurse		1970	11	C
Mississippi				
COPIAH-LINCOLN JUNIOR COLLEGE	Billy B. Thomas, President	1928		
WESSON 39191				
Medical Laboratory Technician		1970	24	CAAS
Licensed Practical Nurse		1967	12	C
Nursing Services		1969		
EAST MISSISSIPPI JUNIOR COLLEGE	Earl A. Stennis, President	1927		
SCOOBA 39358				
Licensed Practical Nurse		1969	12	C
Nursing Services		1969		
Office Services (Medical and Dental)		1970		
HINDS JUNIOR COLLEGE	Robert M. Mayo, President	1922		
RAYMOND 39154				
Dental Assistant		1970	9	C
Medical Laboratory Technician		1968	21	AAS
Inhalation Therapist		1968	24	AAS
Medical Records Technician		1969	18	AAS
Licensed Practical Nurse		1965	12	C
Registered Nurse		1966	18	AAS
Radiologic Technician		1968	33	AAS
ITAWAMBA JUNIOR COLLEGE	J. S. Crubaugh, President	1941		
FULTON 38843				
Licensed Practical Nurse		1962	12	C
Surgical Technician		1967	12	C
JONES COUNTY JUNIOR COLLEGE	Terrell Tisdale, President	1927		
ELLISVILLE 39437				
Licensed Practical Nurse		1954	12	C
Radiologic Technician		1965	24	C/AA
Nursing Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Mississippi—Continued				
MERIDIAN JUNIOR COLLEGE MERIDIAN 39301	William F. Scaggs, President	1937		
Licensed Practical Nurse		1964	12	C
Registered Nurse		1965	21	AA
Nursing Services		1970		
MISSISSIPPI DELTA JUNIOR COLLEGE MOORHEAD 38761	J. T. Hall, President	1926		
Medical Laboratory Technician		1970	21	AS
Licensed Practical Nurse		1969	12	C
Registered Nurse		1964		
MISSISSIPPI GULF COAST JUNIOR COLLEGE DISTRICT				
JACKSON COUNTY CAMPUS CAUTIER 39553	Curtis Davis, Dean	1965		
Medical Laboratory Technician		1970	21	AS
Licensed Practical Nurse		1957	12	C
Registered Nurse		1967	19	AS
Radiologic Technician		1966	30	AS
JEFFERSON DAVIS CAMPUS GULFPORT 39501	W. P. Lipscomb Jr., Dean	1965		
Medical Records Technician		1965	24	AA
Licensed Practical Nurse		1965	12	C
Registered Nurse		1960	19	AS
Radiologic Technician		1960	30	AS
Food and Dietary Services		1967		
Nursing Services		1965		
NORTHEAST MISSISSIPPI JUNIOR COLLEGE BOONEVILLE 38829	Harold T. White, President	1941		
Dental Laboratory Technician		1941	21	C
Medical Laboratory Technician		1941	23	C
Inhalation Therapist		1941	21	C
Medical Records Technician		1941	21	C
Radiologic Technician		1941	21	C
NORTHWEST MISSISSIPPI JUNIOR COLLEGE SENATOBIA 38668	R. D. McLendon, President	1927		
Medical Laboratory Technician		1967	21	AA
Inhalation Therapist		1968	21	AA
PEARL RIVER JUNIOR COLLEGE POPLARVILLE 39470	M. R. White, President	1926		
Inhalation Therapist		1969	21	C/AA
Licensed Practical Nurse		1967	9	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Mississippi—Continued				
Registered Nurse		1965	21	AA
SOUTHWEST MISSISSIPPI JUNIOR COLLEGE	H. T. Huddleston, President	1929		
SUMMIT 39666				
Licensed Practical Nurse		1969	12	C
Nursing Services		1968		
Missouri				
CROWDER COLLEGE	Dell Reed, President	1963		
NEOSHO 64850				
Licensed Practical Nurse		1968	12	C
METROPOLITAN JUNIOR COLLEGE DISTRICT				
MAPLE WOODS COMMUNITY COLLEGE	John M. Gazda, President	1969		
KANSAS CITY 64156				
Medical Laboratory Technician		1973	21	AA
Medical Office Assistant		1973	9	C
Medical Secretary		1972	9	C
Mental Health Assistant		1973	21	AA
Licensed Practical Nurse		1973	9	C
Registered Nurse		1973	21	AA
PENN VALLEY COMMUNITY COLLEGE	Girard T. Bryant, President	1915		
KANSAS CITY 64111				
Dental Assistant		1966	18	AAS
Medical Laboratory Technician		1973	18	AAS
Inhalation Therapist		1967	18	AAS
Medical Records Technician		1971	18	AAS
Dietary Technician		1970	18	AAS
Registered Nurse		1966	18	AAS
Surgical Technician		1973	18	AAS
Radiologic Technician		1971	18	AAS
Occupational Therapy Assistant		1972	18	AAS
Physical Therapy Assistant		1970	18	AAS
Nursing Services		1970		
MINERAL AREA COLLEGE	Richard Caster, President	1965	20	AA
FLAT RIVER 63601				
Medical Laboratory Technician		1970	20	AA
Inhalation Therapist		1971	20	AA
Medical Records Technician		1970	20	AA
Dietary Technician		1971	20	AA
Licensed Practical Nurse		1967	12	C
Registered Nurse		1969	20	AA
Nursing Services		1968		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
MISSOURI SOUTHERN COLLEGE	Leon C. Billingaly, President	1937		
JOPLIN 64801				
Dental Assistant		1937	18	AS
Dental Hygienist		1937	24	AS
Medical Technologist		1966	48	OTHR
Psychiatric Aide		1966	18	AS
Registered Nurse		1966	21	AS
Radiologic Technician		1971	24	AS
MOBERLY JUNIOR COLLEGE	William Clark, President	1927		
MOBERLY 65270				
Licensed Practical Nurse		1968	12	C
Nursing Services		1970		
ST. LOUIS JUNIOR COLLEGE DISTRICT				
FLORISSANT VALLEY COMMUNITY COLLEGE	Raymond J. Stith, President	1962		
ST. LOUIS 63135				
Registered Nurse		1970	21	AAS
FOREST PARK COMMUNITY COLLEGE	William Edward Snead, President	1962		
ST. LOUIS 63110				
Dental Assistant		1967	9	C
Dental Hygienist		1967	21	AAS
Medical Laboratory Technician		1967	18	AAS
Inhalation Therapist		1968	21	AAS
Registered Nurse		1965	18	AAS
Surgical Technician		1970	9	C
Radiologic Technician		1967	24	AAS
Environmental Control Services		1970		
Hospital and Institutional Services		1968		
Nursing Services		1970		
Rehabilitation Services		1970		
MERAMEC COMMUNITY COLLEGE	Glynn E. Clark, President	1962		
ST. LOUIS 63122				
Dental Assistant		1964	9	C
Registered Nurse		1963	18	AAS
ST. MARY'S COLLEGE OF O'FALLON	Sr. Rose Agnes Beckerle, President	1921		
O'FALLON 63366				
Registered Nurse		1967	20	AA
STATE FAIR COMMUNITY COLLEGE	Fred E. Davis, President	1966		
SEDALIA 65301				
Licensed Practical Nurse		1968	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Missouri—Continued				
Office Services (Medical and Dental)		1968		
THREE RIVERS JUNIOR COLLEGE	H. Tudor Westover, President	1966		
POPLAR BLUFF 63901				
Dental Assistant		1968	11	C
Registered Nurse		1971	20	AAS
TRENTON JUNIOR COLLEGE	William K. Ray, President	1925		
TRENTON 64683				
Licensed Practical Nurse		1964	12	C
Montana				
DAWSON COLLEGE	James Hoffman, President	1940		
GLENDIVE 59330				
Mental Health Assistant		1973	18	AA
Licensed Practical Nurse		1973	18	AA
FLATHEAD VALLEY COMMUNITY COLLEGE	Larry J. Blake, President	1967		
KALISPELL 59901				
Licensed Practical Nurse		1970	11	C
MILES COMMUNITY COLLEGE	Vernon K. Kailey, President	1939		
MILES CITY 59301				
Medical Records Technician		1939	18	AA
Registered Nurse		1969	21	AA
Nebraska				
CENTRAL NEBRASKA TECHNICAL COLLEGE	Chester H. Gausman, President	1966		
HASTINGS 68901				
Dental Assistant		1966	18	CAAS
Dental Hygienist		1971	24	AAS
Dental Laboratory Technician		1967	24	CAAS
Licensed Practical Nurse		1960	12	C
Nursing Aide		1972	8	C
Registered Nurse		1972	24	AAS
FAIRBURY JUNIOR COLLEGE	Ivan R. Simpson, President	1941		
FAIRBURY 68352				
Licensed Practical Nurse		1972	12	C
LINCOLN TECHNICAL COLLEGE	James E. Lightbody, Assistant Superintendent	1969		
LINCOLN 68501				
Dental Assistant		1964	11	C
Medical Office Assistant		1968	9	C
Licensed Practical Nurse		1963	12	C
Surgical Technician		1971	11	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Nebraska—Continued				
NORTHEASTERN NEBRASKA COLLEGE	Michael E. Paradise, President	1928		
NORFOLK 68701				
Medical Secretary		1969	18	C/AA
Licensed Practical Nurse		1968	12	C
PLATTE COLLEGE	Donald L. Newport, President	1967		
COLUMBUS 68601				
Licensed Practical Nurse		1969	12	C
Nursing Services		1970		
New Hampshire				
COLBY JUNIOR COLLEGE FOR WOMEN	Everett M. Woodman, President	1837		
NEW LONDON 03257				
Bistology/Cytology Technician		1970	18	AS
Medical Laboratory Technician		1970	18	AS
Medical Technologist		1938	39	OTHR
Medical Office Assistant		1970	18	AS
Medical Records Technician		1952	39	OTHR
Surgical Technician		1952	48	OTHR
Medical Care Technician		1970	39	OTHR
NEW HAMPSHIRE TECHNICAL INSTITUTE	George M. Strout, Director	1961		
CONCORD 03301				
Dental Assistant		1973	11	C
Dental Hygienist		1970	21	AS
Registered Nurse		1970	21	AS
Radiologic Technician		1970	30	AS
New Jersey				
ALPHONSUS COLLEGE	Sr. Veronica Di Santo, President	1961		
WOODCLIFF LAKE 07675				
Inhalation Therapist		1970	22	AAS
ATLANTIC COMMUNITY COLLEGE	Wallace Appelson, President	1964		
MAYS LANDING 08330				
Medical Laboratory Technician		1967	19	AS
Inhalation Therapist		1968	24	AS
Medical Office Assistant		1968	22	AS
Medical Records Technician		1968	9	C
Medical Secretary		1970	18	AS
Registered Nurse		1967	22	AS
Vision Care Technician		1967	22	AS
Radiologic Technician		1967	22	AS
Physical Therapy Assistant		1967	22	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New Jersey—Continued				
BERGEN COMMUNITY COLLEGE	Sidney Silverman, President	1965		
PARAMUS 07652				
Dental Hygienist		1972	18	AAS
Medical Laboratory Assistant		1972	18	AAS
Medical Laboratory Technician		1972	18	AAS
Medical Office Assistant		1972	18	AAS
Registered Nurse		1968	18	AAS
Radiologic Technician		1972	26	AAS
Nursing Services		1970		
Office Services (Medical and Dental)		1970		
BROOKDALE COMMUNITY COLLEGE	Ervin L. Harlacher, President	1967		
LINCROFT 07738				
Dental Assistant		1971	20	AAS
Dental Hygienist		1971	22	AAS
Medical Laboratory Technician		1969	24	AAS
Inhalation Therapist		1971	23	AAS
Registered Nurse		1969	20	AAS
Radiologic Technician		1971	30	AAS
CAMDEN COUNTY COLLEGE	Otto R. Mauke, President	1966		
BLACKWOOD 08012				
Dental Hygienist		1969	20	AAS
Medical Laboratory Technician		1967	20	AAS
Veterinary Technician		1971	20	AAS
Optician		1971	20	AAS
COUNTY COLLEGE OF MORRIS	Sherman H. Masten, President	1965		
DOVER 07801				
Medical Laboratory Technician		1968	20	AS
Inhalation Therapist		1972	20	AAS
Registered Nurse		1968	20	AAS
Radiologic Technician		1972	20	AAS
CUMBERLAND COUNTY COLLEGE	William J. Sample, President	1963		
VINELAND 08360				
Environmental Science Technician		1970	22	AS
Registered Nurse		1966	22	AS
GLOUCESTER COUNTY COLLEGE	William L. Apetz, President	1966		
SEWELL 08080				
Registered Nurse		1968	20	AAS
MERCER COUNTY COMMUNITY COLLEGE	Richard K. Greenfield, President	1966		
TRENTON 08608				
Dental Assistant		1971		CAAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New Jersey—Continued				
Registered Nurse		1968	20	AAS
MIDDLESEX COUNTY COLLEGE	Frank Chambers, President	1964		
EDISON 08817				
Dental Hygienist		1970	18	AAS
Registered Nurse		1966	20	AAS
Radiologic Technician		1970	31	AAS
OCEAN COUNTY COLLEGE	Andrew S. Moreland, President	1964		
TOMS RIVER 08753				
Registered Nurse		1966	21	AAS
SOMERSET COUNTY COLLEGE	Henry C. J. Evans, President	1966		
NORTH BRANCH 08876				
Registered Nurse		1969	18	AAS
UNION COLLEGE	K. W. Iversen, President	1933		
CRANFORD 07016				
Registered Nurse		1971	33	AA
New Mexico				
EASTERN NEW MEXICO UNIVERSITY				
ROSWELL CAMPUS	Dale E. Traylor, Dean	1958		
ROSWELL 88201				
Dental Assistant		1968	9	C
Dental Laboratory Technician		1971	22	AA
Medical Laboratory Technician		1971	22	AA
Registered Nurse		1968	19	AA
Nursing Services		1967		
NEW MEXICO JUNIOR COLLEGE	Jodie Smith, President	1965		
HOBBS 88240				
Licensed Practical Nurse		1966	12	C
Registered Nurse		1970	19	AAS
New York				
ADIRONDACK COMMUNITY COLLEGE	Charles R. Eisenhart, President	1960		
GLENS FALLS 12801				
Medical Laboratory Technician		1971	18	AS
Medical Secretary		1961	18	AAS
Registered Nurse		1963	18	AAS
Hospital and Institutional Services		1968		
Medical Emergency Services		1967		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
AUBURN COMMUNITY COLLEGE	Albert T. Skinner, President	1953		
AUBURN 13021				
Medical Laboratory Technician		1959	24	CAAS
BOROUGH OF MANHATTAN COMMUNITY COLLEGE	Edgar D. Draper, President	1963		
NEW YORK 10020				
Medical Emergency Technician		1967	24	CAAS
Registered Nurse		1967	18	AAS
Inhalation Therapist		1968	22	CAAS
Medical Records Technician		1968	22	AAS
Mental Health Assistant		1969	20	AAS
BRONX COMMUNITY COLLEGE	James A. Colston, President	1957		
BRONX 10468				
Medical Laboratory Technician		1959	24	AAS
Registered Nurse		1960	24	AAS
BROOME TECHNICAL COMMUNITY COLLEGE	C. C. Tyrrell, President	1946		
BINGHAMTON 13902				
Dental Hygienist		1956	18	AAS
Environmental Science Technician		1967	18	AAS
Medical Laboratory Technician		1966	24	AAS
Inhalation Therapist		1966	22	AAS
Medical Office Assistant		1966	18	AAS
Medical Records Technician		1969	18	AAS
Registered Nurse		1967	18	AAS
Radiologic Technician		1965	24	AAS
Medical Emergency Services		1970		
Nursing Services		1965		
CAZENOVIA COLLEGE	Rhea Eckel, President	1942		
CAZENOVIA 13035				
Medical Secretary		1942	18	AS
COLUMBIA-GREENE COMMUNITY COLLEGE	Edward J. Owen, President	1968		
ATHENS 12015				
Mental Health Assistant		1972	22	AAS
Medical Emergency Services		1970		
COMMUNITY COLLEGE OF THE FINGER LAKES	Roy I. Satre, Jr., President	1965		
CANANDAIGUA 14424				
Registered Nurse		1968	21	AAS
CORNING COMMUNITY COLLEGE	Robert W. Frederick, Jr., President	1957		
CORNING 14830				
Environmental Science Technician		1971	20	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
Medical Laboratory Technician		1969	20	AAS
Medical Secretary		1968	21	AAS
Registered Nurse		1962	24	AAS
Medical Emergency Services		1970		
DUTCHESS COMMUNITY COLLEGE	James F. Hall, President	1957		
POUGHKEEPSIE 12601				
Dental Assistant		1963	20	AAS
Medical Laboratory Technician		1973	20	AAS
Medical Office Assistant		1967	20	AAS
Psychiatric Aide		1971	20	AAS
Registered Nurse		1960	20	AAS
Radiologic Technician		1974	20	AAS
Medical Emergency Services		1965		
Nursing Services		1967		
ERIE COMMUNITY COLLEGE	James E. Shenton, President	1946		
BUFFALO 14221				
Dental Assistant		1973	18	AAS
Dental Hygienist		1948	18	AAS
Dental Labboratory Technician		1973	21	AAS
Medical Laboratory Technician		1961	18	AAS
Inhalation Therapist		1969	18	AAS
Medical Office Assistant		1957	18	AAS
Registered Nurse		1969	18	AAS
Optician		1947	18	AAS
Radiologic Technician		1973	21	AAS
Occupational Therapy Assistant		1967	18	AAS
Physical Therapy Assistant		1973	21	AAS
FULTON-MONTGOMERY COMMUNITY COLLEGE	W. L. Gragg, President	1963		
JOHNSTOWN 12095				
Registered Nurse		1968	18	AAS
GENESEE COMMUNITY COLLEGE	Cornelius V. Robbins, President	1966		
BATAVIA 14020				
Medical Laboratory Technician		1972	15	AAS
Registered Nurse		1969	15	AAS
Radiologic Technician		1972	15	AAS
HERKIMER COUNTY COMMUNITY COLLEGE	Robert McLaughlin, President	1966		
ILION 13357				
Environmental Science Technician		1966	21	AAS
Medical Laboratory Assistant		1971	21	AS
Medical Laboratory Technician		1971	21	AS
Medical Emergency Services		1969		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
HUDSON VALLEY COMMUNITY COLLEGE	James J. Fitzgibbons, President	1953		
TROY 12180				
Dental Assistant		1967	9	C
Dental Hygienist		1960	18	AAS
Medical Laboratory Technician		1962	18	AAS
Inhalation Therapist		1970	18	AAS
Registered Nurse		1970	18	AAS
Radiologic Technician		1966	22	AAS
Medical Emergency Services		1969		
JAMESTOWN COMMUNITY COLLEGE	Roger C. Seager, President	1950		
JAMESTOWN 14701				
Medical Laboratory Technician		1967	24	C
Registered Nurse		1963	22	AAS
Medical Emergency Services		1969		
JEFFERSON COMMUNITY COLLEGE	James E. McVean, President	1961		
WATERTOWN 13601				
Medical Laboratory Technician		1972	21	AAS
Registered Nurse		1969	21	AAS
Medical Emergency Services		1969		
JUNIOR COLLEGE OF ALBANY	Frederick J. Murphy, Dean	1957		
ALBANY 12208				
Registered Nurse		1964	18	AAS
KINGSBOROUGH COMMUNITY COLLEGE	Theodore Powell, President	1963		
BROOKLYN 11235				
Environmental Science Technician		1973	24	AAS
Mental Health Assistant		1968	18	AAS
Registered Nurse		1965	18	AAS
MARIA COLLEGE OF ALBANY	Sr. Mary B. Mahoney, President	1963		
ALBANY 12208				
Medical Laboratory Technician		1974	18	AAS
Medical Records Technician		1972	18	AAS
Medical Secretary		1964	18	AAS
Registered Nurse		1968	18	AAS
Occupational Therapy Assistant		1972	18	AAS
Physical Therapy Assistant		1971	18	AAS
MOHAWK VALLEY COMMUNITY COLLEGE	W. Stewart Tosh, President	1946		
UTICA 13501				
Registered Nurse		1965	21	AAS
Medical Secretary		1964	21	AAS
Dental Auxiliary Services		1966		
Office Services (Medical and Dental)		1967		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
MONROE COMMUNITY COLLEGE	Leroy V. Good, President	1961		
ROCHESTER 14623				
Biomedical Engineering Technician		1967	21	AAS
Dental Hygienist		1964	21	AAS
Environmental Science Technician		1964	21	CAAS
Medical Laboratory Technician		1967	21	AAS
Medical Records Technician		1967	21	AAS
Registered Nurse		1963	21	AAS
Radiologic Technician		1967	24	AAS
Physical Therapy Assistant		1967	21	CAAS
NASSAU COMMUNITY COLLEGE	George F. Chambers, President	1959		
GARDEN CITY 11530				
Medical Laboratory Technician		1965	36	AAS
Inhalation Therapist		1967	36	AAS
Surgical Technician		1967	36	AAS
Physical Therapy Assistant		1969	36	AAS
NEW YORK CITY COMMUNITY COLLEGE	Milton G. Bassin, President	1946		
NEW YORK 11201				
Dental Hygienist		1947	24	AAS
Dental Laboratory Technician		1947	24	AAS
Environmental Science Technician		1971	17	AAS
Medical Laboratory Technician		1948	23	CAAS
Registered Nurse		1961	22	AAS
Optician		1967	24	AAS
Radiologic Technician		1967	24	AAS
Dental Auxiliary Services		1970		
Environmental Control Services		1969		
Hospital and Institutional Services		1969		
Laboratory Services		1965		
Optical and Visual Care Services		1965		
NIAGARA COUNTY COMMUNITY COLLEGE	Ernest Notar, President	1962		
NIAGARA FALLS 14303				
Dental Assistant		1968	22	AAS
Environmental Science Technician		1968	22	AAS
Inhalation Therapist		1968	22	AAS
Registered Nurse		1965	22	AAS
NORTH COUNTRY COMMUNITY COLLEGE	George A. Hodson Jr., President	1967		
SARANAC LAKE 12983				
Medical Secretary		1969	21	AAS
Mental Health Assistant		1969	21	AAS
Licensed Practical Nurse		1968	10	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
ONONDAGA COMMUNITY COLLEGE	Marvin A. Rapp, President	1962		
SYRACUSE 13210				
Dental Hygienist		1962	20	CAAS
Medical Laboratory Technician		1965	21	AAS
Registered Nurse		1967	18	CAAS
ORANGE COUNTY COMMUNITY COLLEGE	Robert T. Novak, President	1950		
MIDDLETOWN 10940				
Dental Assistant		1973	18	CAAS
Registered Nurse		1952	18	AAS
Medical Laboratory Technician		1952	18	AAS
Radiologic Technician		1973	18	AAS
Occupational Therapy Assistant		1973	18	AAS
Physical Therapy Assistant		1973	18	AAS
Home Care Services		1968		
Nursing Services		1968		
QUEENSBOROUGH COMMUNITY COLLEGE	Kurt R. Schmeller, President	1958		
BAYSIDE 11364				
Biomedical Engineering Technician		1971	21	AAS
Medical Laboratory Technician		1967	18	AS
Inhalation Therapist		1972	21	AS
Registered Nurse		1967	20	AAS
Occupational Therapy Assistant		1972	21	AS
Physical Therapy Assistant		1972	21	AS
ROCKLAND COMMUNITY COLLEGE	Seymour Eskow, President	1959		
SUFFERN 10901				
Dental Assistant		1969	10	C
Medical Laboratory Technician		1971	21	AAS
Inhalation Therapist		1971	21	AAS
Medical Secretary		1971	21	AAS
Mental Health Assistant		1968	20	AAS
Registered Nurse		1961	21	AAS
Radiologic Technician		1971	24	AAS
Occupational Therapy Assistant		1971	21	AAS
Physical Therapy Assistant		1971	21	AAS
Recreational Therapy Technician		1968	20	CAAS
Home Care Services		1969		
Nursing Services		1966		
SCHENECTADY COUNTY COMMUNITY COLLEGE	Robert D. Larsson, President	1968		
SCHENECTADY 12305				
Medical Secretary		1969	20	AAS
Nursing Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGES				
ALFRED CAMPUS	David H. Huntington, President	1909		
ALFRED 14802				
Medical Laboratory Technician		1942	21	AAS
Medical Office Assistant		1943	21	AAS
Medical Records Technician		1966	21	AAS
Dietary Technician		1967	21	C
Registered Nurse		1965	21	AAS
Physical/Occupational Therapy Assistant		1965	21	AAS
CANTON CAMPUS	Albert E. French, President	1907		
CANTON 13617				
Registered Nurse		1966	18	AAS
Nursing Services		1968		
COBLESKILL CAMPUS	Walton A. Brown, President	1952		
COBLESKILL 12043				
Office Services (Medical and Dental)		1970		
DELHI CAMPUS	W. R. Kunsela, President	1915		
DELHI 13753				
Health Administrative Assistant		1968	21	AAS
Environmental Science Technician		1971	21	AAS
Medical Laboratory Technician		1973	21	AAS
Inhalation Therapist		1976	23	AAS
Medical Records Technician		1972	21	AAS
Medical Secretary		1967	21	AAS
Dietary Technician		1975	21	AAS
Veterinary Technician		1961	21	AAS
Licensed Practical Nurse		1968	12	C
Registered Nurse		1974	23	AAS
Radiologic Technician		1971	23	AAS
Occupational Therapy Assistant		1978	23	AAS
Physical Therapy Assistant		1977	23	AAS
Medical Emergency Services		1969		
FARMINGDALE CAMPUS	Charles W. Laffin Jr., President	1912		
FARMINGDALE 11735				
Dental Hygienist		1946	18	AAS
Registered Nurse		1962	16	AAS
MORRISVILLE CAMPUS	Royson N. Whipple, President	1948		
MORRISVILLE 13408				
Environmental Science Technician		1967	21	AAS
Medical Laboratory Technician		1956	21	AAS
Inhalation Therapist		1956	12	C
Physician's Assistant		1956	21	AAS
Home Health Aide		1956	6	C
Licensed Practical Nurse		1944	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
Registered Nurse		1965	21	AAS
Medical Emergency Services		1968		
STATEN ISLAND COMMUNITY COLLEGE	William M. Birenbaum, President	1955		
STATEN ISLAND 10301				
Dental Assistant		1970	10	C
Environmental Science Technician		1970	20	AS
Medical Laboratory Technician		1968	20	AAS
Orthopedic Assistant		1970	20	AAS
Medical Office Assistant		1970	8	C
Registered Nurse		1965	20	AAS
SUFFOLK COUNTY COMMUNITY COLLEGE	Albert M. Ammerman, President	1959		
SELDEN 11784				
Biomedical Engineering Technician		1959	18	AAS
Dental Assistant		1970	9	C
Medical Laboratory Technician		1972	18	AAS
Medical Office Assistant		1972	18	AAS
Registered Nurse		1963	18	AAS
Surgical Technician		1963	18	AAS
Optician		1963	18	AAS
Radiologic Technician		1972	18	AAS
Physical Therapy Assistant		1969	18	AAS
Recreational Therapy Technician		1971	18	AAS
SULLIVAN COUNTY COMMUNITY COLLEGE	Richard Grego, President	1963		
SOUTH FALLSBURG 12779				
Environmental Science Technician		1970	9	CAAS
Medical Laboratory Technician		1967	9	C
TOMPKINS-CORTLAND COMMUNITY COLLEGE	Hushang Bahar, President	1967		
GROTON 13073				
Dental Assistant		1967	9	C
Licensed Practical Nurse		1970	12	C
TROCAIRE COLLEGE	Sr. Mary Carmina Capola, President	1958		
BUFFALO 14220				
Medical Laboratory Technician		1971	16	AAS
Registered Nurse		1965	18	AAS
Radiologic Technician		1969	24	AAS
ULSTER COUNTY COMMUNITY COLLEGE	George B. Erbstein, President	1961		
STONE RIDGE 12484				
Environmental Science Aide		1961	9	AAS
Medical Laboratory Technician		1964	17	AAS
Medical Secretary		1966	10	C
Registered Nurse		1968	18	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
New York—Continued				
VILLA MARIA COLLEGE OF BUFFALO	Sr. Mary Pachomia, President	1960		
BUFFALO 14225				
Medical Secretary		1965	18	AAS
WESTCHESTER COMMUNITY COLLEGE	Phillip C. Martin, President	1946		
VALHALLA 10595				
Environmental Science Aide		1972	18	CAAS
Medical Laboratory Technician		1948	18	AAS
Inhalation Therapist		1963	18	AAS
Medical Office Assistant		1961	18	AAS
Radiologic Technician		1969	28	AAS
Medical Emergency Services		1969		
North Carolina				
ANSON TECHNICAL INSTITUTE	Donald R. Warren, President	1968		
ANSONVILLE 28007				
Licensed Practical Nurse		1969	12	C
ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE	Thomas W. Simpson, President	1964		
ASHEVILLE 28801				
Medical Laboratory Assistant		1970	12	OTHR
Licensed Practical Nurse		1956	12	OTHR
Registered Nurse		1970	21	AAS
Nursing Services		1968		
Record (Medical) Maintenance Services		1968		
BEAUFORT COUNTY TECHNICAL INSTITUTE	Charles H. Byrd, President	1963		
WASHINGTON 27889				
Medical Laboratory Assistant		1969	12	OTHR
Medical Secretary		1967	18	AAS
Psychiatric Aide		1971	24	C
Licensed Practical Nurse		1955	12	OTHR
Registered Nurse		1971	24	C/AS
Food and Dietary Services		1968		
BLADEN TECHNICAL INSTITUTE	G. I. Resseguie, President	1967		
ELIZABETHTOWN 28337				
Medical Office Assistant		1969	22	AAS
Nursing Services		1968		
CAPE FEAR TECHNICAL INSTITUTE	Malcolm J. McLeod, President	1964		
WILMINGTON 28401				
Licensed Practical Nurse		1963	12	OTHR
Hospital and Institutional Services		1964		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Carolina—Continued				
Inhalation Therapy Services		1965		
Medical Emergency Services		1959		
Nursing Services		1959		
Other		1959		
CARTERET TECHNICAL INSTITUTE	H. J. McGee, President	1963		
MOREHEAD CITY 28557				
Licensed Practical Nurse		1965	12	OTHR
Radiologic Technician		1968	24	AAS
CATAWBA VALLEY TECHNICAL INSTITUTE	Robert E. Paap, President	1964		
HICKORY 28601				
Medical Secretary		1965	21	AAS
Licensed Practical Nurse		1963	12	C
Surgical Technician		1971	8	C
Nursing Services		1970		
Record (Medical) Maintenance Services		1970		
CENTRAL CAROLINA TECHNICAL INSTITUTE	J. F. Hockaday, President	1965		
SANFORD 27330				
Medical Secretary		1969	18	AA
Licensed Practical Nurse		1963	12	OTHR
Home Care Services		1964		
Hospital and Institutional Services		1969		
Medical Emergency Services		1967		
Nursing Services		1970		
Office Services (Medical and Dental)		1970		
CENTRAL PIEDMONT COMMUNITY COLLEGE	Richard H. Hagemeyer, President	1963		
CHARLOTTE 28204				
Dental Assistant		1964	12	OTHR
Dental Hygienist		1965	18	AAS
Medical Emergency Technician		1972	18	CAAS
Inhalation Therapist		1972	18	CAAS
Medical Office Assistant		1967	12	OTHR
Licensed Practical Nurse		1957	12	OTHR
Registered Nurse		1965	22	AAS
Nuclear Medicine Technician		1972	18	CAAS
Physical Therapy Assistant		1968	18	AAS
CHOWAN COLLEGE	Bruce E. Whitaker, President	1937		
MURFREESBORO 27855				
Medical Secretary		1961	27	C/AA
Registered Nurse		1965	33	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Carolina—Continued				
CLEVELAND COUNTY TECHNICAL INSTITUTE	James B. Petty, President	1965		
SHELBY 28150				
Licensed Practical Nurse		1965	12	OTHR
COASTAL CAROLINA COMMUNITY COLLEGE	James L. Henderson Jr., President	1965		
JACKSONVILLE 28540				
Dental Assistant		1970	12	C
Licensed Practical Nurse		1965	12	C
COLLEGE OF THE ALBEMARLE	S. Bruce Petteway, President	1960		
ELIZABETH CITY 27909				
Licensed Practical Nurse		1956	12	C
Registered Nurse		1971	24	AAS
CRAVEN TECHNICAL INSTITUTE	Thurman Brock, President	1965		
NEW BERN 28560				
Licensed Practical Nurse		1965	12	C
DAVIDSON COUNTY COMMUNITY COLLEGE	Grady E. Love, President	1965		
LEXINGTON 27292				
Registered Nurse		1970	21	AAS
Nursing Services		1968		
DURHAM TECHNICAL INSTITUTE	H. K. Collins, President	1961		
DURHAM 27703				
Dental Laboratory Technician		1962	21	AAS
Inhalation Therapist		1970	22	AAS
Licensed Practical Nurse		1948	12	OTHR
Optician		1970	21	AAS
FAYETTEVILLE TECHNICAL INSTITUTE	Howard E. Boudreau, President	1961		
FAYETTEVILLE 28303				
Dental Hygienist		1971	18	AAS
Licensed Practical Nurse		1961	12	C
Registered Nurse		1968	18	AAS
Nursing Services		1962		
FORSYTH TECHNICAL INSTITUTE	Ernest B. Parry, President			
WINSTON-SALEM 27103				
Licensed Practical Nurse		1954	12	C
Registered Nurse		1971	21	AAS
Nursing Services		1965		
Office Services (Medical and Dental)		1970		
Record (Medical) Maintenance Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Carolina—Continued				
GUILFORD TECHNICAL INSTITUTE	Luther R. Medlin, President	1965		
JAMESTOWN 27282				
Dental Assistant		1967	12	C
Dental Hygienist		1966	21	AAS
Licensed Practical Nurse		1955	12	C
Registered Nurse		1970	21	AAS
HALIFAX COUNTY TECHNICAL INSTITUTE	Phillip W. Taylor, President	1967		
WELDON 27890				
Medical Secretary		1969	18	AAS
Licensed Practical Nurse		1968	12	OTHR
Nursing Services		1968		
HAYWOOD TECHNICAL INSTITUTE	M. C. Nix, President	1965		
CLYDE 28721				
Medical Office Assistant		1971	18	AAS
Licensed Practical Nurse		1962	12	C
ISOTHERMAL COMMUNITY COLLEGE	Fred J. Eason, President	1965		
SPINDALE 28160				
Licensed Practical Nurse		1965	12	OTHR
Nursing Services		1967		
JAMES SPRUNT INSTITUTE	Dixon S. Hall, President	1964		
KENANSVILLE 28349				
Licensed Practical Nurse		1964	12	C
Registered Nurse		1971	23	AA
Nursing Services		1966		
LEES-MCRAE COLLEGE	H. C. Evans Jr., President	1929		
BANNER ELK 28604				
Medical Secretary		1939	27	C/AS
LENOIR COMMUNITY COLLEGE	Ben E. Fountain, Jr., President	1966		
KINSTON 28501				
Medical Secretary		1964	18	AAS
Mental Health Assistant		1970	21	AA
MARTIN TECHNICAL INSTITUTE	E. M. Hunt, President	1968		
WILLIAMSTON 27892				
Licensed Practical Nurse		1968	12	OTHR
MCDOWELL TECHNICAL INSTITUTE	John A. Price, President	1964		
MARION 28752				
Biomedical Engineering Technician		1972	24	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Carolina—Continued				
MITCHELL COLLEGE	Barton Herrscher, President	1952		
STATESVILLE 28677				
Medical Secretary		1952	9	C
Registered Nurse		1952	27	C/AA
MONTGOMERY TECHNICAL INSTITUTE	David H. Bland, President	1967		
TROY 27371				
Licensed Practical Nurse		1969	12	C
Hospital and Institutional Services		1968		
NASH TECHNICAL INSTITUTE	Jack D. Ballard, President	1968		
ROCKY MOUNT 27801				
Licensed Practical Nurse		1968	12	C
Clinical (Physician) Specialist Services		1970		
Nursing Services		1968		
PITT TECHNICAL INSTITUTE	William E. Fulford, Jr., President	1961		
GREENVILLE 27834				
Medical Secretary		1964	18	AAS
Mental Health Assistant		1970	21	AAS
Licensed Practical Nurse		1970	12	C
Occupational Therapy Assistant		1970	21	AAS
Recreational Therapy Technician		1970	18	AAS
Clinical (Physician) Specialist Services		1967		
Medical Emergency Services		1968		
Nursing Services		1969		
RANDOLPH TECHNICAL INSTITUTE	M. H. Branson, President	1962		
ASHEBORO 27203				
Licensed Practical Nurse		1964	12	OTHR
Nursing Services		1969		
RICHMOND TECHNICAL INSTITUTE	Joseph H. Nanney, President	1964		
HAMLET 28345				
Licensed Practical Nurse		1958	12	OTHR
ROANOKE-CHOWAN TECHNICAL INSTITUTE	J. W. Young, President	1967		
AHOSKIE 27910				
Licensed Practical Nurse		1969	12	OTHR
Hospital and Institutional Services		1967		
ROBESON TECHNICAL INSTITUTE	R. Craig Allen, President	1965		
ST. PAULS 28384				
Licensed Practical Nurse		1966	12	OTHR
Nursing Services		1966		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Carolina—Continued				
ROCKINGHAM COMMUNITY COLLEGE	Gerald James, President	1964		
WENTWORTH 27375				
Registered Nurse		1966	24	AAS
Nursing Services		1967		
ROWAN TECHNICAL INSTITUTE	C. Merrill Hamilton, President	1962		
SALISBURY 28144				
Medical Secretary		1966	21	AAS
Licensed Practical Nurse		1964	12	C
Registered Nurse		1971	21	AAS
Medical Emergency Services		1968		
Nursing Services		1970		
Office Services (Medical and Dental)		1968		
SAMPSON TECHNICAL INSTITUTE	James E. Vann, President	1965		
CLINTON 28328				
Licensed Practical Nurse		1966	12	OTHR
Registered Nurse		1972	21	AAS
Nursing Services		1969		
Record (Medical) Maintenance Services		1970		
SANDHILLS COMMUNITY COLLEGE	Raymond A. Stone, President	1963		
SOUTHERN PINES 28387				
Medical Laboratory Technician		1974	27	AAS
Medical Office Assistant		1971	18	AAS
Medical Health Assistant		1968	19	AAS
Registered Nurse		1966	18	AAS
Hospital and Institutional Services		1966		
Nursing Services		1967		
SOUTHEASTERN COMMUNITY COLLEGE	W. T. Cottingham, President	1965		
WHITEVILLE 28472				
Licensed Practical Nurse		1966	12	C
Registered Nurse		1966	21	AS
Nursing Services		1966		
SOUTHWESTERN TECHNICAL INSTITUTE	Edward E. Bryson, President	1967		
SYLVA 28779				
Licensed Practical Nurse		1967	12	OTHR
SURRY COMMUNITY COLLEGE	I. John Krepick, President	1964		
DOBSON 27017				
Registered Nurse		1971	21	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Carolina—Continued				
TECHNICAL INSTITUTE OF ALAMANCE	William Taylor, President	1963		
BURLINGTON 27215				
Dental Assistant		1961	12	C
Licensed Practical Nurse		1963	12	C
Nursing Services		1968		
VANCE COUNTY TECHNICAL INSTITUTE	Donald R. Mohorn, President	1969		
HENDERSON 27536				
Licensed Practical Nurse		1970	12	C
W. W. HOLDING TECHNICAL INSTITUTE	Robert W. Lemay, Jr., President	1966		
RALEIGH 27603				
Medical Laboratory Technician		1964	12	OTHR
Licensed Practical Nurse		1963	12	OTHR
Radiologic Technician		1971	24	AAS
Nursing Services		1964		
WAYNE COMMUNITY COLLEGE	Clyde A. Erwin, Jr., President	1967		
GOLDSBORO 27530				
Dental Assistant		1963	12	OTHR
Dental Hygienist		1965	24	AAS
Registered Nurse		1971	21	CAAS
Nursing Services		1965		
WESTERN PIEDMONT COMMUNITY COLLEGE	Gordon C. Blank, President	1964		
MORGANTON 28655				
Dental Assistant		1971	12	C
Medical Laboratory Technician		1969	12	C
Medical Office Assistant		1969	18	AAS
Mental Health Assistant		1968	21	AAS
Registered Nurse		1966	21	AAS
WILSON COUNTY TECHNICAL INSTITUTE	Salvatore Delmastro, President	1964		
WILSON 27893				
Inhalation Therapist		1964	21	AAS
Licensed Practical Nurse		1966	12	OTHR
Nursing Services		1969		
North Dakota				
BISMARCK JUNIOR COLLEGE	Ralph Werner, President	1939		
BISMARCK 58501				
Orthopedic Assistant		1970	20	CAAS
Medical Secretary		1963	18	CAAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
North Dakota—Continued				
LAKE REGION JUNIOR COLLEGE	Berril Berg, President	1941		
DEVILS LAKE 58301				
Licensed Practical Nurse		1960	12	C
NORTH DAKOTA STATE SCHOOL OF SCIENCE	Clair T. Blikre, President	1903		
WAHPETON 58075				
Dental Assistant		1969	9	C
Dental Hygienist		1965	18	AS
Medical Secretary		1969	18	AS
Licensed Practical Nurse		1950	12	C
Occupational Therapy Assistant		1970	18	AS
NDSU-BOTTINEAU BR. AND INSTITUTE OF FORESTRY	C. N. Nelson, President	1925		
BOTTINEAU 58318				
Medical Laboratory Technician		1970	21	C
UNIVERSITY OF NORTH DAKOTA				
WILLISTON CENTER	Garvin L. Stevens, Dean	1957		
WILLISTON 58801				
Licensed Practical Nurse		1969	11	C
Ohio				
CLARK COUNTY TECHNICAL INSTITUTE	Richard O. Brinkman, President	1966		
SPRINGFIELD 45505				
Medical Laboratory Technician		1971	21	AAS
Mental Health Assistant		1971	18	AAS
Registered Nurse		1967	18	AAS
COLUMBUS TECHNICAL INSTITUTE	Clinton E. Tatsch, President	1966		
COLUMBUS 43215				
Dental Assistant		1971	21	AAS
Dental Laboratory Technician		1970	21	AAS
Medical Laboratory Technician		1970	24	AAS
Mental Health Assistant		1971	21	AAS
Veterinary Technician		1970	21	AAS
Registered Nurse		1970	21	AAS
CUYAHOGA COMMUNITY COLLEGE DISTRICT				
METROPOLITAN CAMPUS	F. C. Sutton, Campus President	1962		
CLEVELAND 44115				
Dental Hygienist		1964	18	AS
Medical Laboratory Assistant		1965	12	C
Medical Office Assistant		1964	18	AS
Mental Health Assistant		1969	18	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Ohio—Continued				
Dietary Technician		1970	18	AS
Registered Nurse		1964	18	AS
Occupational Therapy Assistant		1970	18	AS
Physical Therapy Assistant		1969	18	AS
WESTERN CAMPUS	Bernard J. Silk, Campus President	1966		
PARMA 44130				
Inhalation Therapist		1969	22	AS
Medical Office Assistant		1969	22	AS
Registered Nurse		1967	18	AS
Surgical Technician		1967	18	AS
JEFFERSON COUNTY TECHNICAL INSTITUTE	Fred S. Robie, President	1966		
STEUBENVILLE 43952				
Dental Assistant		1968	18	AAS
Medical Laboratory Technician		1971	18	AAS
Medical Office Assistant		1968	18	AAS
Medical Records Technician		1971	18	AAS
Medical Secretary		1968	18	AAS
KETTERING COLLEGE OF MEDICAL ARTS	Winton H. Beaven, Dean	1967		
KETTERING 45429				
Inhalation Therapist		1967	21	AS
Medical Office Assistant		1968	21	
Registered Nurse		1967	21	AS
Radiologic Technician		1967	24	AS
LAKELAND COMMUNITY COLLEGE	Wayne Rodehorst, President	1966		
MENTOR 44060				
Health Administrative Assistant		1971	18	C/AS
Medical Laboratory Technician		1971	18	AS
Inhalation Therapist		1971	18	AS
Medical Office Assistant		1971	18	AS
Mental Health Assistant		1971	18	AS
Registered Nurse		1968	18	AS
Radiologic Technician		1971	24	AS
LORAIN COUNTY COMMUNITY COLLEGE	Max J. Lerner, President	1964		
ELYRIA 44035				
Health Administrative Assistant		1964	18	AAS
Medical Laboratory Technician		1964	18	AAS
Medical Office Assistant		1966	18	AAS
Licensed Practical Nurse		1970	12	C
Registered Nurse		1965	18	AAS
Surgical Technician		1967	18	AAS
Radiologic Technician		1969	18	AAS
Hospital and Institutional Services		1965		
Nursing Services		1970		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Ohio—Continued				
MIAMI UNIVERSITY				
HAMILTON CAMPUS	Bernard F. Phelps, Director	1967		
HAMILTON 45011				
Registered Nurse		1968	18	AS
MUSKINGUM AREA TECHNICAL INSTITUTE	Walker Huffman, President	1969		
ZANESVILLE 43701				
Mental Health Assistant		1969	21	AAS
OHIO UNIVERSITY				
PORTSMOUTH CAMPUS	Henry Von Moltke, Director	1946		
PORTSMOUTH 45662				
Registered Nurse		1969	20	AS
Nursing Services		1971		
ZANESVILLE CAMPUS	Roy E. Gillespie, Director	1946		
ZANESVILLE 43701				
Registered Nurse		1968	18	AA
PENTA COUNTY TECHNICAL INSTITUTE	Jacob H. See, President	1964		
PERRYSBURG 43551				
Environmental Science Technician		1970	24	AS
Registered Nurse		1973	24	AS
SINCLAIR COMMUNITY COLLEGE	Marvin C. Knudson, President	1959		
DAYTON 45402				
Dental Assistant		1972	21	AAS
Dental Hygienist		1972	21	AAS
Inhalation Therapist		1971	21	AAS
Medical Office Assistant		1972	21	AAS
Medical Records Technician		1973	21	AAS
Mental Health Assistant		1968	21	AAS
Dietary Technician		1973	21	AAS
Registered Nurse		1969	21	AAS
Radiologic Technician		1972	21	AAS
Physical Therapy Assistant		1972	21	AAS
TRI-COUNTY TECHNICAL INSTITUTE	T. C. Porter, President	1968		
NELSONVILLE 45764				
Environmental Science Technician		1970	18	C/AS
Licensed Practical Nurse		1968	12	C
Registered Nurse		1971	21	AS
Speech and Hearing Technician		1973	21	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Ohio—Continued				
UNIVERSITY OF AKRON COMMUNITY AND TECHNICAL COLLEGE	W. M. Petry, Dean	1964		
AKRON 44304				
Medical Laboratory Technician		1969	30	AA
Medical Secretary		1968	24	AAS
Radiologic Technician		1967	10	OTHR
Physical Therapy Assistant		1967	24	CAAS
UNIVERSITY OF CINCINNATI				
RAYMOND WALTERS BRANCH	Ernest G. Muntz, Dean	1966		
CINCINNATI 45236				
Dental Hygienist		1967	21	AS
Medical Secretary		1967	21	AS
Veterinary Technician		1969	21	AS
Registered Nurse		1967	21	AS
Nuclear Medicine Technician		1969	21	AS
Radiologic Technician		1968	26	AS
THE UNIVERSITY OF TOLEDO COMMUNITY AND TECHNICAL COLLEGE	Newton C. Rochte, Dean	1938		
TOLEDO 43606				
Environmental Science Technician		1971	20	AA
Inhalation Therapist		1971	21	AA
Medical Office Assistant		1962		OTHR
Registered Nurse		1971	18	AA
VANGUARD TECHNICAL INSTITUTE	Roy W. Klay, President	1969		
FREMONT 43420				
Licensed Practical Nurse		1968	10	C
Oklahoma				
ALTUS JUNIOR COLLEGE		1926		
ALTUS 73521				
Medical Secretary		1970	9	C
BACONE COLLEGE	Garold D. Holstine, President	1927		
BACONE 74420				
Registered Nurse		1927	20	AA
CONNORS STATE COLLEGE	Melvin Self, President	1908		
WARNER 74469				
Inhalation Therapist		1971	18	AS
Medical Office Assistant		1970	18	AS
EASTERN OKLAHOMA STATE COLLEGE	James M. Miller, President	1909		
WILBURTON 74578				
Registered Nurse		1971	36	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Oklahoma—Continued				
EL RENO COLLEGE	Leslie F. Roblyer, President			
EL RENO 73036				
Medical Office Assistant		1971	24	AAS
Medical Secretary		1971	24	AAS
MURRAY STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE	Clyde R. Kindell, President	1922		
TISHOMINGO 73460				
Registered Nurse		1971	18	AS
NORTHERN OKLAHOMA COLLEGE	E. E. Vineyard, President	1920		
TONKAWA 74653				
Medical Laboratory Technician		1971	18	AS
Medical Office Assistant		1971	18	AS
Medical Secretary		1971	18	AS
Mental Health Assistant		1971	18	AS
Registered Nurse		1971	18	AS
SAINT GREGORY'S COLLEGE	Michael Roethler, President	1959		
SHAWNEE 74801				
Medical Laboratory Technician		1969	21	AS
Inhalation Therapist		1971	21	AS
Medical Office Assistant		1969	18	AS
Radiologic Technician		1969	21	AS
SAYRE JUNIOR COLLEGE	Harry Patterson, President	1938		
SAYRE 73662				
Medical Laboratory Technician		1968	24	AS
Inhalation Therapist		1968	18	AS
Medical Office Assistant		1969	24	AS
Medical Records Technician		1971	18	AS
Medical Secretary		1971	18	AA
Physical Therapy Assistant		1971	21	AS
SEMINOLE JUNIOR COLLEGE	Elmer Tanner, President	1931		
SEMINOLE 74868				
Environmental Science Technician		1969	18	AS
Radiological Health Technician		1974	21	AS
Medical Laboratory Technician		1974	21	AS
Medical Secretary		1974	21	AS
Registered Nurse		1973	21	AS
Oregon				
BLUE MOUNTAIN COMMUNITY COLLEGE	Wallace W. McCrea, President	1962		
PENDLETON 97801				
Dental Assistant		1964	9	C
Licnesed Practical Nurse		1962	11	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Oregon—Continued				
CENTRAL OREGON COMMUNITY COLLEGE	Frederick H. Boyle, President	1949		
BEND 97701				
Medical Records Technician		1971	24	C/AA
Licensed Practical Nurse		1954	12	C
CHEMEKETA COMMUNITY COLLEGE	Paul Wilmeth, President	1964		
SALEM 97303				
Dental Assistant		1963	9	C
Dental Laboratory Technician		1963	21	AS
Environmental Science Technician		1963	18	AS
Medical Laboratory Technician		1963	20	AS
Medical Office Assistant		1965	9	C
Mental Health Assistant		1965	18	AA
Licensed Practical Nurse		1957	9	C
Registered Nurse		1968	18	C
Nursing Services		1970		
CLACKAMAS COMMUNITY COLLEGE	John Hakanson, President	1966		
OREGON CITY 97045				
Environmental Science Technician		1969	21	AS
Medical Office Assistant		1970	9	C
Medical Secretary		1970	9	C
Licensed Practical Nurse		1967	12	C
Nursing Services		1969		
LANE COMMUNITY COLLEGE	Eldon G. Schafer, President	1964		
EUGENE 97405				
Dental Assistant		1965	9	C
Dental Hygienist		1968	18	AS
Inhalation Therapist		1969	18	AS
Medical Office Assistant		1968	9	C
Licensed Practical Nurse		1964	11	C
Registered Nurse		1968	22	AS
Nursing Services		1966		
LINN-BENTON COMMUNITY COLLEGE	Raymond J. Needham, President	1966		
ALBANY 97321				
Dental Assistant		1970	9	C
Registered Nurse		1971	24	AS
Nursing Services		1967		
MT. HOOD COMMUNITY COLLEGE	Earl L. Klapstein, President	1965		
GRESHAM 97030				
Dental Hygienist		1971	18	AS
Inhalation Therapist		1969	21	AS
Mental Health Assistant		1971	18	C/AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Oregon—Continued				
Licensed Practical Nurse		1971	11	C
Registered Nurse		1971	24	AS
Surgical Technician		1970	12	C
Occupational Therapy Assistant		1967	9	C
Physical Therapy Assistant		1968	18	AS
Nursing Services		1971		
PORTLAND COMMUNITY COLLEGE	Amo DeBernardis, President	1961		
PORTLAND 97219				
Dental Assistant		1963	9	C
Dental Hygienist		1970	18	AAS
Dental Laboratory Technician		1964	18	CAAS
Medical Records Technician		1968	10	C
Licensed Practical Nurse		1949	12	C
Registered Nurse		1966	18	AAS
Radiologic Technician		1969	30	AAS
Medical Emergency Services		1968		
SOUTHWESTERN OREGON COMMUNITY COLLEGE	Jack E. Brookins, President	1961		
COOS BAY 97420				
Licensed Practical Nurse		1961	11	C
Registered Nurse		1961	20	AS
Office Services (Medical and Dental)		1970		
UMPQUA COMMUNITY COLLEGE	Harry Jacoby, President	1964		
ROSEBURG 97470				
Licensed Practical Nurse		1966	12	C
Registered Nurse		1971	24	AS
Nursing Services		1967		
Pennsylvania				
BUCKS COUNTY COMMUNITY COLLEGE	Charles E. Rollins, President	1964		
NEWTOWN 18940				
Medical Secretary		1966	24	AA
Registered Nurse		1969	24	AA
BUTLER COUNTY COMMUNITY COLLEGE	Thomas Ten Hoeve, Jr., President	1965		
BUTLER 16001				
Licensed Practical Nurse		1971	12	C
Registered Nurse		1972	24	AAS
COMMUNITY COLLEGE OF ALLEGHENY COUNTY				
ALLEGHENY CAMPUS	Herbert M. Sussman, President	1966		
PITTSBURGH 15212				
Medical Laboratory Technician		1967	24	AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Pennsylvania—Continued				
Inhalation Therapist		1968	24	AS
Medical Office Assistant		1967	24	AS
Medical Records Technician		1968	24	AS
Dietary Technician		1970	24	AS
Registered Nurse		1966	24	AS
BOYCE CAMPUS MONROEVILLE 15146	Neal Wimmer, President	1966		
Dental Laboratory Technician		1966	21	AS
Registered Nurse		1966	21	AS
SOUTH CAMPUS WEST MIFFLIN 15122	Le Roy W. DeMarrais, President	1967		
Registered Nurse		1971	20	AAS
COMMUNITY COLLEGE OF BEAVER COUNTY MONACA 15042	John B. Hirt, President	1966		
Dental Assistant		1970	8	C
Dental Hygienist		1971	18	AAS
Medical Secretary		1967	16	AS
Mental Health Assistant		1971	18	AAS
Licensed Practical Nurse		1957	12	OTHR
Registered Nurse		1971	18	AAS
COMMUNITY COLLEGE OF DELAWARE COUNTY MEDIA 19063	Douglas F. Libby, Jr., President	1967		
Dental Hygienist		1971	16	AAS
Mental Health Assistant		1971	16	AAS
Registered Nurse		1968	16	AAS
COMMUNITY COLLEGE OF PHILADELPHIA PHILADELPHIA 19134	Allen T. Bonnell, President	1965		
Health Administrative Assistant		1965	20	AAS
Inhalation Therapist		1969	32	AAS
Medical Records Technician		1969	16	AAS
Medical Secretary		1965	20	AAS
Mental Health Assistant		1968	19	AS
Registered Nurse		1966	18	AAS
HARCUM JUNIOR COLLEGE BRYN MAWR 19010	Michael A. Duzy, President	1952		
Medical Office Assistant		1964	18	AS
HARRISBURG AREA COMMUNITY COLLEGE HARRISBURG 17110	Clyde E. Blocker, President	1964		
Medical Laboratory Technician		1971	18	AA
Medical Secretary		1967	18	AA
Mental Health Assistant		1969	21	AA
Registered Nurse		1969	16	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Pennsylvania—Continued				
LEHIGH COUNTY COMMUNITY COLLEGE	John G. Berrier, President	1966		
SCHNECKSVILLE 18078				
Dental Assistant		1967	9	C
Medical Office Assistant		1967	9	C
Licensed Practical Nurse		1967	12	C
Registered Nurse		1973	18	AAS
Occupational Therapy Assistant		1970	18	AAS
Physical Therapy Assistant		1969	18	AAS
MANOR JUNIOR COLLEGE	Mother M. Olga, President	1959		
JENKINTOWN 19046				
Medical Office Assistant		1968	15	AS
MONTGOMERY COUNTY COMMUNITY COLLEGE	L. R. Brendlinger, President	1964		
CONSHOHOCKEN 19428				
Dental Hygienist		1964	20	AAS
Medical Secretary		1966	20	AAS
Registered Nurse		1970	24	AAS
MOUNT ALOYSIUS JUNIOR COLLEGE	Sr. Mary Ursula Hauk, President	1939		
CRESSON 16630				
Medical Laboratory Technician		1941	21	AS
Medical Records Technician		1941	21	AS
Medical Secretary		1941	21	AS
Mental Health Assistant		1941	23	AS
Dietary Technician		1941	21	AS
Registered Nurse		1963	21	AS
Occupational Therapy Assistant		1959	23	AS
NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE	Richard C. Richardson, Jr., President	1966		
BETHLEHEM 18017				
Dental Hygienist		1969	18	AAS
Medical Laboratory Technician		1972	18	AAS
Registered Nurse		1968	18	AAS
Mental Health and Psychiatric Services		1970		
PIERCE JUNIOR COLLEGE	Thomas May Pierce, III, President	1964		
PHILADELPHIA 19102				
Medical Office Assistant		1959	20	AA
Mental Health Assistant		1973	20	AA
Registered Nurse		1972	20	AS
PENN HALL JUNIOR COLLEGE	John J. Aulbach, President	1926		
CHAMBERSBURG 17201				
Medical Secretary		1942	18	C/AS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Pennsylvania—Continued				
SPRING GARDEN COLLEGE CHESTNUTHILL 19118	Robert Thompson, President	1957		
Medical Laboratory Technician		1968	18	AS
WILLIAMSPORT AREA COMMUNITY COLLEGE WILLIAMSPORT 17701	Kenneth E. Carl, President	1965		
Licensed Practical Nurse		1962	12	C
Surgical Technician		1963	10	C
Rhode Island				
JOHNSON AND WALES COLLEGE PROVIDENCE 02903	Morris J. Gaebe, President	1960		
Medical Office Assistant		1971	18	AS
Medical Secretary		1966	18	AS
RHODE ISLAND JUNIOR COLLEGE PROVIDENCE 02908	William F. Flanagan, President	1964		
Biomedical Engineering Technician		1964	18	AAS
Dental Assistant		1968	9	C
Medical Laboratory Technician		1967	12	C
Inhalation Therapist		1967	27	AAS
Registered Nurse		1966	21	AS
Radiologic Technician		1969	24	C
Inhalation Therapy Services		1968		
Nursing Services		1969		
Office Services (Medical and Dental)		1966		
ROGER WILLIAMS COLLEGE PROVIDENCE 02903	Ralph E. Gauvey, President	1948		
Registered Nurse		1948	18	C/AS
South Carolina				
PALMER COLLEGE CHARLESTON 29401	Charles E. Palmer, President	1955		
Medical Secretary		1955	18	AAS
PALMER COLLEGE COLUMBIA 29201	Charles E. Palmer, President	1957		
Medical Secretary		1955	18	AAS
TECHNICAL EDUCATION CENTERS				
GREENVILLE GREENVILLE 29606	Thomas E. Barton, Jr., Director	1962		
Dental Assistant		1966	12	OTHR
Dental Hygienist		1967	18	AAS
Dental Laboratory Technician		1968	22	AAS
Medical Laboratory Assistant		1966	12	OTHR

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
South Carolina—Continued				
Inhalation Therapist		1970	24	AS
Medical Records Technician		1969	24	AAS
Medical Secretary		1969	9	AAS
Mental Health Assistant		1969	21	AA
Dietary Technician		1971	18	AAS
Licensed Practical Nurse		1958	12	C
Surgical Technician		1969	12	C
Radiologic Technician		1970	27	AS
Physical Therapy Assistant		1969	22	AAS
Laboratory Services		1969		
Nursing Services		1970		
MIDLANDS	Robert Grigsby, Director	1968		
COLUMBIA 29205				
Dental Hygienist		1966	21	AAS
Medical Laboratory Technician		1970	21	AAS
Inhalation Therapist		1968	21	AAS
Mental Health Assistant		1969	21	AAS
Registered Nurse		1969	21	AAS
Radiologic Technician		1971	24	AAS
ORANGEBURG-CALHOUN	Charles P. Weber, Director	1967		
ORANGEBURG 29115				
Medical Laboratory Assistant		1969	15	C
PIEDMONT	Lex D. Walters, Director	1966		
GREENWOOD 29646				
Environmental Science Technician		1971	18	AAS
Inhalation Therapist		1971	9	C
Medical Office Assistant		1971	18	AAS
Nursing Services		1971		
SPARTANBURG COUNTY	Joe D. Gault, Director	1961		
SPARTANBURG 29303				
Dental Assistant		1969	12	OTHR
Medical Laboratory Technician		1971	24	AAS
Medical Secretary		1966	12	OTHR
Surgical Technician		1970	12	OTHR
Radiologic Technician		1968	24	AAS
Nursing Services		1969		
SUMTER AREA	Wm. Cecil Walters, Director	1963		
SUMTER 29150				
Environmental Science Technician		1968	21	AAS
Environmental Control Services		1968		
TRI-COUNTY	W. T. Yarborough, Executive Director			
PENDLETON 29670				
Medical Laboratory Assistant		1970	12	C
Medical Office Assistant		1965	18	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
South Carolina—Continued				
YORK COUNTY	Baxter M. Hood, Director	1964		
ROCK HILL 29730				
Medical Laboratory Assistant		1969	12	C
Medical Laboratory Technician		1970	21	AAS
Radiologic Technician		1965	24	AAS
Home Care Services		1970		
UNIVERSITY OF SOUTH CAROLINA REGIONAL CAMPUSES				
AIKEN REGIONAL CAMPUS	W. C. Casper, Resident Director	1961		
AIKEN 29801				
Registered Nurse		1973	18	AS
COASTAL CAROLINA REGIONAL CAMPUS	Edward M. Singleton, Resident Director	1954		
CONWAY 29526				
Registered Nurse		1966	20	AS
SPARTANBURG REGIONAL CAMPUS	N. A. Stirzaker, Director			
SPARTANBURG 29303				
Registered Nurse		1967	20	AS
South Dakota				
PRESENTATION COLLEGE	Sr. Francis Mary Dunn, President	1951		
ABERDEEN 57401				
Medical Laboratory Technician		1969	20	C/AS
Medical Secretary		1965	18	C/AS
Registered Nurse		1966	20	AS
Food and Dietary Services		1966		
Tennessee				
AQUINAS JUNIOR COLLEGE	Sr. Henry Suso Fletcher, President	1961		
NASHVILLE 37205				
Inhalation Therapist		1970	24	AS
Radiologic Technician		1970	33	AS
CHATTANOOGA STATE TECHNICAL INSTITUTE	Edgar H. Sessions, Director	1965		
CHATTANOOGA 37406				
Inhalation Therapist		1973	21	AS
Orthopedic Assistant		1973	21	AS
Medical Records Technician		1973	21	AS
Nuclear Medicine Technician		1967	18	AS
Radiologic Technician		1970	21	AS
Environmental Control Services		1969		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Tennessee—Continued				
CLEVELAND STATE COMMUNITY COLLEGE	D. F. Adkisson, President	1965		
CLEVELAND 37311				
Environmental Science Aide		1972	12	C/AS
Medical Laboratory Technician		1972	21	AS
Inhalation Therapist		1967	24	AS
Mental Health Assistant		1972	21	C/AS
Registered Nurse		1967	21	AS
COLUMBIA STATE COMMUNITY COLLEGE	Harold S. Pryor, President	1966		
COLUMBIA 38401				
Medical Laboratory Technician		1970	21	C/AS
Registered Nurse		1967	21	AS
DYERSBURG STATE COMMUNITY COLLEGE	E. B. Eller, President	1969		
DYERSBURG 38024				
Medical Laboratory Technician		1969	21	AS
Registered Nurse		1969	21	AS
JACKSON STATE COMMUNITY COLLEGE	F. E. Wright, President	1965		
JACKSON 38301				
Medical Laboratory Technician		1969	24	AS
Inhalation Therapist		1969	24	AS
Radiologic Technician		1969	27	AS
Texas				
ALVIN JUNIOR COLLEGE	D. P. O'Quinn, President	1949		
ALVIN 77511				
Medical Records Technician		1949	20	AAS
Medical Secretary		1949	20	AAS
Registered Nurse		1965	24	AS
Radiologic Technician		1965	24	AAS
Nursing Services		1970		
AMARILLO COLLEGE	A. B. Martin, President	1929		
AMARILLO 79105				
Dental Assistant		1969	12	C
Dental Hygienist		1970	21	CAAS
Medical Laboratory Technician		1968	24	CAAS
Medical Records Technician		1968	22	CAAS
Mental Health Assistant		1969	21	CAAS
Registered Nurse		1968	24	CAAS
Radiologic Technician		1968	27	CAAS
Hospital and Institutional Services		1970		
Inhalation Therapy Services		1969		
Nursing Services		1969		
Pharmacy Services		1969		
Record (Medical) Maintenance				

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Texas—Continued				
Services		1970		
ANGELINA COLLEGE LUFKIN 75901	Jack W. Hudgins, President	1966		
Inhalation Therapist		1970	23	AAS
Mental Retardation Specialist		1969	20	AAS
Registered Nurse		1968	24	AAS
Nursing Services		1969		
BEE COUNTY COLLEGE BEEVILLE 78102	Grady C. Hogue, President	1965		
Dental Hygienist		1969	18	AAS
Licensed Practical Nurse		1967	12	C
BLINN COLLEGE BRENHAM 77833	James H. Atkinson, President	1927		
Nursing Home Administrator		1970	12	C
Licensed Practical Nurse		1960	12	C
BRAZOSPORT JUNIOR COLLEGE FREEPORT 77541	J. R. Jackson, President	1967		
Licensed Practical Nurse		1971	18	CAAS
CENTRAL TEXAS COLLEGE KILLEEN 76541	Luis M. Morton, Jr., President	1965		
Registered Nurse		1968	24	AAS
COLLEGE OF THE MAINLAND TEXAS CITY 77590	Herbert F. Stallworth, President	1966		
Registered Nurse		1974	24	AA
COOKE COUNTY JUNIOR COLLEGE GAINESVILLE 76240	A. E. Shasteen, President	1924		
Registered Nurse		1924	24	AAS
DALLAS COUNTY JUNIOR COLLEGE DISTRICT				
EL CENTRO COLLEGE DALLAS 75202	Donald T. Tippey, President	1965		
Dental Assistant		1966	18	AAS
Medical Emergency Technician		1973	18	AAS
Environmental Science Technician		1972	20	AAS
Medical Laboratory Technician		1969	23	AAS
Inhalation Therapist		1967	22	AAS
Medical Office Assistant		1969	18	AAS
Medical Records Technician		1968	18	AAS
Mental Health Assistant		1973	18	AAS
Licensed Practical Nurse		1966	12	C
Registered Nurse		1966	21	AAS
Surgical Technician		1968	9	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Texas—Continued				
Radiologic Technician		1967	24	AAS
Nursing Services		1967		
DEL MAR COLLEGE CORPUS CHRISTI 78404	Jean Richardson, President	1935		
Dental Assistant		1967	12	C
Dental Hygienist		1969	20	AAS
Inhalation Therapist		1971	24	AAS
Mental Health Assistant		1972	23	AAS
Licensed Practical Nurse		1948	12	C
Registered Nurse		1966	21	AAS
Nursing Services		1965		
GALVESTON COLLEGE GALVESTON 77550	Melvin M. Plexco, President	1966		
Health Administrative Assistant		1968	24	CAAS
Inhalation Therapist		1968	24	CAAS
Mental Health Assistant		1968	24	CAAS
Licensed Practical Nurse		1967	12	C
Registered Nurse		1968	21	AAS
Radiologic Technician		1968	24	CAAS
Occupational Therapy Assistant		1968	24	CAAS
Physical Therapy Assistant		1968	24	CAAS
Prosthetic/Orthotic Technician		1968	24	CAAS
GRAYSON COUNTY COLLEGE DENISON 75020	Cruce Stark, President	1965		
Licensed Practical Nurse		1965	12	C
Registered Nurse		1967	24	AAS
HENDERSON COUNTY JUNIOR COLLEGE ATHENS 75751	Orval Pirtle., President	1946		
Licensed Practical Nurse		1961	12	C
Hospital and Institutional Services		1970		
HOWARD COUNTY JUNIOR COLLEGE BIG SPRING 79720	W. A. Hunt, President	1945		
Licensed Practical Nurse		1955	12	C
KILGORE COLLEGE KILGORE 75662	R. C. Watson, President	1935		
Registered Nurse		1969	24	AAS
LAREDO JUNIOR COLLEGE LAREDO 78040	Ray A. Laird, President	1947		
Registered Nurse		1967	24	AAS
Food and Dietary Services		1970		
LEE COLLEGE BAYTOWN 77520	Richard D. Straham, President	1934		
Licensed Practical Nurse		1961	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Texas—Continued				
Registered Nurse		1961	24	AA
Nursing Services		1961		
MCLENNAN COMMUNITY COLLEGE	Wilbur A. Ball, President	1965		
WACO 76708				
Mental Health Assistant		1971	24	AAS
Licensed Practical Nurse		1971	12	C
Registered Nurse		1967	24	AAS
Radiologic Technician		1971	24	AAS
Record (Medical) Maintenance Services		1967		
NAVARRO JUNIOR COLLEGE	Ben W. Jones, President	1946		
CORSICANA 75110				
Medical Laboratory Technician		1946	18	AAS
Licensed Practical Nurse		1966	12	C
PANOLA JUNIOR COLLEGE	Quintin M. Martin, President	1947		
CARTHAGE 75633				
Licensed Practical Nurse		1961	12	C
PARIS JUNIOR COLLEGE	Louis B. Williams, President	1924		
PARIS 75460				
Nursing Home Administrator		1970	12	C
Medical Laboratory Technician		1969	24	AAS
Licensed Practical Nurse		1970	12	C
Registered Nurse		1968	24	AS
Radiologic Technician		1969	24	AAS
PERMIAN JUNIOR COLLEGE SYSTEM				
ODESSA COLLEGE	Jack Rodgers, Chancellor	1946		
ODESSA 79760				
Nursing Home Administrator		1946	24	AA
Medical Laboratory Technician		1967	24	AAS
Inhalation Therapist		1968	24	AAS
Medical Records Technician		1971	24	AA
Licensed Practical Nurse		1971	12	C
Registered Nurse		1961	24	AAS
Radiologic Technician		1967	27	AAS
Home Care Services		1969		
SAN ANTONIO JUNIOR COLLEGE DISTRICT				
ST. PHILIP'S COLLEGE	John Murphy, Dean	1927		
SAN ANTONIO 78203				
Medical Laboratory Technician		1970	24	AAS
Inhalation Therapist		1970	21	AAS
Medical Records Technician		1969	21	AAS
Licensed Practical Nurse		1949	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Texas—Continued				
Surgical Technician		1968	21	CAAS
Radiologic Technician		1970	28	AAS
Occupational Therapy Assistant		1970	21	AAS
Physical Therapy Assistant		1971	21	AAS
Nursing Services		1968		
SAN ANTONIO COLLEGE	Wayland P. Moody, President	1925		
SAN ANTONIO 78212				
Health Administrative Assistant		1970	24	AAS
Dental Assistant		1966	16	C/AS
Medical Office Assistant		1966	18	AAS
Registered Nurse		1967	24	OTHR
Environmental Control Services		1967		
SAN JACINTO COLLEGE	Thomas M. Spencer, President	1960		
PASADENA 77505				
Dietary Technician		1966	18	C/AS
Registered Nurse		1963	24	C/AA
Clinical (Physician) Specialist Services		1970		
SOUTH PLAINS COLLEGE	Marvin Baker, President	1957		
LEVELLAND 79336				
Licensed Practical Nurse		1959	12	C
SOUTH TEXAS JUNIOR COLLEGE	W. I. Dykes, President	1948		
HOUSTON 77002				
Health Administrative Assistant		1970	18	AA
Inhalation Therapist		1969	18	AS
Medical Secretary		1969	18	AA
SOUTHWEST TEXAS JUNIOR COLLEGE	Wayne Matthews, President	1946		
UVALDE 78801				
Licensed Practical Nurse		1956	12	C
TARRANT COUNTY JUNIOR COLLEGE DISTRICT				
NORTHEAST/SOUTH CAMPUSES	Joe B. Rushing, Chancellor	1967		
FORT WORTH 76102				
Dental Hygienist		1969	21	AAS
Environmental Science Technician		1972	24	AAS
Medical Laboratory Technician		1969	24	AAS
Medical Records Technician		1971	24	AAS
Dietary Technician		1973	24	AAS
Pharmacy Technician		1972	24	AAS
Registered Nurse		1967	21	AAS
Surgical Technician		1969	12	C
Vision Care Technician		1973	24	AAS
Radiologic Technician		1970	21	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Texas—Continued				
Occupational Therapy Assistant		1974	24	AAS
Physical Therapy Assistant		1971	24	AAS
Medical Emergency Services		1970		
TEMPLE JUNIOR COLLEGE	Hubert M. Dawson, President	1926		
TEMPLE 76501				
Biomedical Engineering Technician		1971	21	AAS
Medical Laboratory Technician		1971	18	AS
Medical Secretary		1970	18	AA
TEXARKANA COLLEGE	J. W. Cady, President	1927		
TEXARKANA 75501				
Medical Office Assistant		1970	18	AAS
Licensed Practical Nurse		1956	12	C
Registered Nurse		1959	24	OTHR
Hospital and Institutional Services		1969		
TEXAS SOUTHMOST COLLEGE	William H. Walton, President	1926		
BROWNSVILLE 78520				
Licensed Practical Nurse		1953	12	OTHR
TYLER JUNIOR COLLEGE	H. E. Jenkins, President	1926		
TYLER 75701				
Dental Hygienist		1969	18	C/AA
Registered Nurse		1951	36	C/AS
VICTORIA COLLEGE	J. D. Moore, President	1925		
VICTORIA 77901				
Licensed Practical Nurse		1958	12	C
WHARTON COUNTY JUNIOR COLLEGE	Theodore Nicksick, Jr., President	1946		
WHARTON 77488				
Dental Hygienist		1969	23	AAS
Environmental Science Technician		1971	21	AAS
Medical Laboratory Technician		1971	21	AAS
Inhalation Therapist		1971	21	AAS
Medical Records Technician		1971	21	AAS
Dietary Technician		1971	21	AAS
Licensed Practical Nurse		1950	12	C
Radiologic Technician		1950	21	AAS
Nursing Services		1967		
Utah				
COLLEGE OF EASTERN UTAH	Dean M. McDonald, President	1938		
PRICE 84501				
Licensed Practical Nurse		1969	12	C

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Utah—Continued				
UTAH TECHNICAL COLLEGE AT PROVO	Wilson W. Sorensen, President	1967		
PROVO 84601				
Dental Assistant		1961	9	C
Medical Office Assistant		1971	18	CAAS
Licensed Practical Nurse		1950	12	C
Radiologic Technician		1971	27	CAAS
Nursing Services		1969		
UTAH TECHNICAL COLLEGE AT SALT LAKE	Jay L. Nelson, President	1948		
SALT LAKE 84107				
Licensed Practical Nurse		1948	12	C
Registered Nurse		1971	21	AS
Hospital and Institutional Services		1967		
Nursing Services		1967		
Vermont				
CAMPLAIN COLLEGE	C. Bader Brouilette, President	1958		
BURLINGTON 05401				
Medical Secretary		1968	18	AS
ST. JOSEPH COLLEGE	Rev. Charles Matusik, President	1962		
OLD BENNINGTON 05201				
Medical Office Assistant		1967	18	AS
Medical Secretary		1967	18	AS
VERMONT COLLEGE	William L. Irvine, President	1941		
MONTPELIER 05602				
Medical Secretary		1942	9	AS
Registered Nurse		1942	9	AS
Virginia				
BLUE RIDGE COMMUNITY	James A. Armstrong, President	1966		
WEYERS CAVE 24486				
Mental Health Assistant		1971	9	AAS
CENTRAL VIRGINIA COMMUNITY COLLEGE	S. A. Burnette, President	1966		
LYNCHBURG 24502				
Medical Laboratory Technician		1970	21	OTHR
Medical Records Technician		1970	18	OTHR
Medical Secretary		1968	21	AAS
Registered Nurse		1975	18	AAS
Radiologic Technician		1975	21	CAAS
DABNEY S. LANCASTER COMMUNITY COLLEGE	John F. Backels, President	1963		
CLIFTON FORGE 24422				
Registered Nurse		1971	21	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Virginia—Continued				
DANVILLE COMMUNITY COLLEGE	Joseph M. Taylor, President	1968		
DANVILLE 24541				
Licensed Practical Nurse		1953	12	C
JOHN TYLER COMMUNITY COLLEGE	Dana B. Hamel, Acting President	1966		
CHESTER 23831				
Registered Nurse		1967	22	AAS
MARYMOUNT COLLEGE OF VIRGINIA	Sr. M. Majella Berg, President	1950		
ARLINGTON 22207				
Registered Nurse		1966	18	AAS
NEW RIVER COMMUNITY COLLEGE	W. Robert Sullins, President	1959		
DUBLIN 24084				
Medical Secretary		1972	18	AAS
Licensed Practical Nurse		1960	12	C
NORTHERN VIRGINIA COMMUNITY COLLEGE				
CENTRAL CAMPUS	Richard J. Ernst, President	1965		
ANNANDALE 22003				
Dental Assistant		1969	12	C
Registered Nurse		1966	21	AAS
CENTRAL CAMPUS	Marm M. Harris, Provost			
ANNANDALE 22003				
Dental Hygienist		1973	18	AAS
Dental Laboratory Technician		1971	18	AAS
Medical Laboratory Technician		1972	12	C
Medical Records Technician		1970	18	AAS
Mental Health Assistant		1972	18	AAS
Physical/Occupational Therapy Assistant		1972	18	AAS
EASTERN CAMPUS	Donald Bisdorf, Provost	1965		
BAILEY'S CROSSROADS 22003				
Environmental Science Aide		1971	9	C
Medical Records Technician		1973	9	C
Physical/Occupational Therapy Assistant		1973	9	C
SHENANDOAH COLLEGE	Robert P. Parker, President	1924		
WINCHESTER 22601				
Inhalation Therapist		1969	24	CAAS
Registered Nurse		1963	18	AA

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Virginia—Continued				
SOUTHWEST VIRGINIA COMMUNITY COLLEGE RICHLANDS 24641	Charles R. King, President	1967		
Registered Nurse		1971	21	AS
SULLINS COLLEGE BRISTOL 24201	William T. Martin, President	1917		
Medical Secretary		1950	18	AAS
THOMAS NELSON COMMUNITY COLLEGE HAMPTON 23366	Thomas V. Jenkins, President	1967		
Registered Nurse		1968	21	AAS
TIDEWATER COMMUNITY COLLEGE PORTSMOUTH 23703	Douglas Montgomery, President	1968		
Dental Assistant		1970	18	C
Dental Hygienist		1970	18	C
Dental Laboratory Technician		1970	18	AAS
Medical Laboratory Technician		1970	18	AAS
Inhalation Therapist		1970	18	C
Medical Office Assistant		1970	18	AAS
Medical Records Technician		1970	18	C
Licensed Practical Nurse		1970	18	C
Registered Nurse		1970	21	AAS
Radiologic Technician		1970	18	C
UNIVERSITY OF VIRGINIA BRANCH CAMPUSES				
PATRICK HENRY COLLEGE MARTINSVILLE 24112	Sherman S. Dutton, Director	1962		
Registered Nurse		1970	21	AAS
VIRGINIA HIGHLANDS COMMUNITY COLLEGE ABINGDON 24210	Donald E. Puyear, President	1969		
Registered Nurse		1971	21	AAS
VIRGINIA WESTERN COMMUNITY COLLEGE ROANOKE 24015	Harold H. Hopper, President	1966		
Dental Assistant		1969	12	C
Medical Laboratory Technician		1971	18	AAS
Mental Health Assistant		1971	18	AAS
Radiologic Technician		1971	21	AAS
WYTHEVILLE COMMUNITY COLLEGE WYTHEVILLE 24382	J. Wade Gilley, President	1963		
Medical Laboratory Assistant		1970	12	ACAD
Registered Nurse		1968	21	AAS

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Washington				
BELLEVUE COMMUNITY COLLEGE	Merle E. Landerholm, President	1966		
BELLEVUE 98007				
Biomedical Engineering Technician		1971	18	AA
Medical Laboratory Technician		1971	18	AA
Physicians Assistant		1971	18	AA
Medical Office Assistant		1971	18	AA
Medical Secretary		1971	18	AA
Medical Photographer		1969	18	AA
Registered Nurse		1967	18	AA
Surgical Technician		1971	18	AA
Radiologic Technician		1967	21	AA
BIG BEND COMMUNITY COLLEGE	Robert J. Wallenstein, President	1962		
MOSES LAKE 98837				
Medical Records Technician		1971	9	C
Medical Secretary		1968	21	AAS
Licensed Practical Nurse		1963	10	C
Nursing Services		1967		
CENTRALIA COLLEGE	Nels W. Hanson, President	1925		
CENTRALIA 98531				
Licensed Practical Nurse		1952	11	C
CLARK COLLEGE	Dwight C. Baird, President	1933		
VANCOUVER 98663				
Dental Hygienist		1933	20	C/AA
Licensed Practical Nurse		1951	11	C
Registered Nurse		1960	20	C/AA
COLUMBIA BASIN COLLEGE	Fred L. Esvelt, President	1955		
PASCO 99301				
Licensed Practical Nurse		1952	11	C
Registered Nurse		1952	20	AAS
COMMUNITY COLLEGE DISTRICT V				
EDMONDS COMMUNITY COLLEGE	James R. Warren, President	1964		
LYNNWOOD 98036				
Dental Assistant		1968	9	C
Medical Office Assistant		1969	9	C
EVERETT COMMUNITY COLLEGE	Jeanette Poore, President	1941		
EVERETT 98201				
Licensed Practical Nurse		1950	12	C
Registered Nurse		1963	18	AAS
Nursing Services		1969		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Washington—Continued				
COMMUNITY COLLEGE DISTRICT XVII				
SPOKANE COMMUNITY COLLEGE	Hobart Jenkins, President	1963		
SPOKANE 99207				
EEG-EKG Technician		1971		C
Dental Assistant		1967	9	C
Dental Laboratory Technician		1974	18	AAS
Medical Laboratory Technician		1975	18	AA
Inhalation Therapist		1965	18	AAS
Medical Records Technician		1965	9	OTHR
Mental Health Assistant		1972	18	AA
Licensed Practical Nurse		1963	11	C
Registered Nurse		1970	18	AA
Occupational Therapy Assistant		1971	18	AA
Nursing Services		1965		
FORT STEILACOOM COMMUNITY COLLEGE	Marion O. Oppelt, President	1967		
TACOMA 98499				
Nursing Home Administrator		1967	24	AA
Dental Hygienist		1972	24	AS
Physician's Assistant		1972	24	AS
Medical Records Technician		1971	9	C
Mental Health Assistant		1969	24	AA
Mental Retardation Specialist		1969	24	C/AA
Pharmacy Technician		1972	24	AS
Registered Nurse		1973	24	AS
Radiologic Technician		1973	24	AS
GRAYS HARBOR COLLEGE	Edward P. Smith, President	1930		
ABERDEEN 98520				
Licensed Practical Nurse		1951	11	C
GREEN RIVER COMMUNITY COLLEGE	Melvin Lindbloom, President	1965		
AUBURN 98002				
Licensed Practical Nurse		1963	11	C
Occupational Therapy Assistant		1967	18	OTHR
Physical Therapy Assistant		1968	18	AAS
HIGHLINE COMMUNITY COLLEGE	M. A. Allan, President	1961		
MIDWAY 98031				
Inhalation Therapist		1967	18	AAS
Orthopedic Assistant		1971	18	AS
Registered Nurse		1964	18	AA
Hospital and Institutional Services		1968		

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Washington—Continued				
LOWER COLUMBIA COLLEGE	David B. Story, President	1934		
LONGVIEW 98632				
Medical Secretary		1961	9	C
Licensed Practical Nurse		1951	11	C
Registered Nurse		1969	21	AAS
Hospital and Institutional Services		1966		
OLYMPIA VOCATIONAL TECHNICAL INSTITUTE	Robert Boyden, Director	1970		
OLYMPIA 98501				
Dental Assistant		1965	9	OTHR
Medical Office Assistant		1964	9	C
Hospital and Institutional Services		1964		
OLYMPIC COLLEGE	Norman C. Richardson, President	1946		
BREMERTON 98310				
Medical Office Assistant		1973	24	OTHR
Licensed Practical Nurse		1950	11	C
Registered Nurse		1968	21	OTHR
PENINSULA COLLEGE	E. John Maier, President	1960		
PORT ANGELES 98362				
Licensed Practical Nurse		1963	11	C
SEATTLE COMMUNITY COLLEGE DISTRICT				
NORTH SEATTLE COMMUNITY COLLEGE	Cecil Baxter, Jr., President	1969		
SEATTLE 98103				
Dental Assistant		1969		
Medical Office Assistant		1966	21	AAS
Pharmacy Technician		1966		
Licensed Practical Nurse		1970	11	C
Nuclear Medicine Technician		1970		
Radiologic Technician		1970		
Occupational Therapy Assistant		1970		
Physical Therapy Assistant		1970		
SEATTLE CENTRAL COMMUNITY COLLEGE	William Toole, Jr., President	1966		
SEATTLE 98122				
Dental Assistant		1957	9	C
Dental Laboratory Technician		1968	20	CAAS
Inhalation Therapist		1969	20	CAAS
Licensed Practical Nurse		1947	11	C
Registered Nurse		1970	18	AAS
SHORELINE COMMUNITY COLLEGE	Richard White, President	1963		
SEATTLE 98133				
Dental Hygienist		1968	22	OTHR
Dental Laboratory Technician		1968	18	OTHR

PROGRAM TITLE	CHIEF ADMINISTRATOR	Yr. Classes Began	Length Prog. (Mos.)	Degree Awarded
Washington—Continued				
Medical Laboratory Technician		1968	24	OTHR
Medical Records Technician		1967	18	OTHR
Registered Nurse		1966	18	OTHR
Prosthetic/Orthotic Technician		1966		OTHR
SKAGIT VALLEY COLLEGE	Norwood Cole, President	1926		
MOUNT VERNON 98273				
Licensed Practical Nurse		1952	12	C/AA
TACOMA COMMUNITY COLLEGE	Thornton M. Ford, President	1963		
TACOMA 98465				
Inhalation Therapist		1963	12	C
Medical Records Technician		1971	21	AA
Registered Nurse		1972	24	AA
Radiologic Technician		1972	24	AA
WALLA WALLA COMMUNITY COLLEGE	Eldon J. Dietrich, President	1967		
WALLA WALLA 99362				
Licensed Practical Nurse		1953	11	C
Registered Nurse		1953	19	AA
Nursing Services		1969		
WENATCHEE VALLEY COLLEGE	William E. Steward, President	1930		
WENATCHEE 98801				
Medical Laboratory Technician		1969	24	AA
Inhalation Therapist		1971	12	C
Licensed Practical Nurse		1948	12	C
Registered Nurse		1972	24	AA
Radiologic Technician		1964	24	
YAKIMA VALLEY COLLEGE	Thomas E. Deem, President	1928		
YAKIMA 98902				
Dental Assistant		1928	10	AA
Dental Hygienist		1968	23	AA
Inhalation Therapist		1968	23	C
Licensed Practical Nurse		1952	11	C
Registered Nurse		1961	23	AA
Surgical Technician		1961	6	C
Radiologic Technician		1968	33	AA

SPECIAL ADULT DEGREE PROGRAMS

Recognizing the problems and obstacles faced by responsible adults who are unable to pursue full-time college and university study on campus, institutions of higher education have developed innovative approaches which permit the mature individual to earn a degree without attending the institution on a full-time residency basis. Although some time on campus is generally required, maybe several weeks

per term, Adult Independent Study programs usually permit a considerable amount of flexibility.

These special programs, which often are referred to as the "off campus," "university without walls" or "self-study" degree programs for adults, are rather unique and have notable characteristics. Special features are usually appreciated by persons who cannot afford months away from family or job and interruption of income. Requirements and standards are similar to those of other officially recognized and accredited colleges and universities. It should be noted that the special programs listed in this section of the guidebook are different from those mentioned in other sections of this publication. As indicated, this particular section deals with Special Baccalaureate *degree* programs.

Because of the various characteristics and conditions of these Adult Degree programs—advanced placement, special curricula, minimum residency, etc.—all details should be carefully reviewed and planned with the institution *prior* to enrollment.* Specifics may be obtained by writing directly to the Program Director. Be certain to indicate that you desire information about the Special Adult Degree Program or whatever the specific title of the program may be (for example, the Bachelor of Liberal Studies Degree at the University of Oklahoma).

In order to acquaint readers with the nature and scope of these educational opportunities, three representative programs—at Oklahoma University, Goddard College and Syracuse University—are described at length. Other special degree programs follow. All are listed, with addresses, at the end of this chapter. It is from the Directors of these college and university sources that the latest information and literature about Special Adult Degree programs may be obtained.

University of Oklahoma. The Bachelor of Liberal Studies (BLS) degree program was established at the University of Oklahoma a decade ago as "a new frontier" in adult education. It is now a well-established curriculum and is recognized as one of many degrees offered by the University. The BLS program was developed around the theme "Man in the Twentieth Century," utilizing the "central learnings—central problems" approach. Modern man is confronted with numerous problems in our highly complex society. The central learnings curriculum is directed toward the solution of these problems.

The BLS approach provides maximum flexibility for the adult student to achieve the level of competence required for completion of the degree. In this program the student determines the sequence in which he enrolls in three "Areas": the Humanities, Natural Sciences and Social Sciences. He also enrolls in the fourth area, the "Inter-Area," which emphasizes the interrelationship of knowledge by integrating the other three Areas of study. Each Area is about the equivalent of one year's work in a traditional college degree program. The amount of work necessary depends on the student's demonstrated level of achievement. Placement tests allow the student to enter these Areas of Independent Study at his own level according to prior attainment. The student accordingly completes the necessary study at a pace suited to his own situation, background and capability. In some cases, previous college work may permit advanced standing in the program. This would exempt the student from completion of certain program phases or sections. During Independent Study the student works closely with his faculty adviser, who assists in designing and implementing the program. The faculty advisor also evaluates the student's

*Of course, all of the necessary internal Agency clearances and approvals are also required before making arrangements for any of these special degree programs.

progress. Both work together and are in continuous communication.

As mentioned previously, the student continues at his own pace in each of the three Areas (the Humanities, Natural Sciences and Social Sciences). After completion of this work, including the comprehensive examination and the seminars for each particular Area, he begins the Inter-Area segment which involves preparation of a research study, attendance at the residential seminar and completion of the comprehensive examination.

This particular program is designed to give the adult student a better understanding of his own personality and potential, knowledge of his and other cultures, a historical view of man's development as well as increased appreciation for some of the great literary, scientific and artistic works. The ability to read, interpret and evaluate the works of scholars as well as the relationships of the humanities, natural and social sciences; a better understanding of man in modern society; and the probable direction of political, economic and social change are also desirable results of the program.

Courses which are applicable to this program as well as others conducted by the University (for example, those sponsored under the Continuing Education Division) also have been available from time to time at various locations: at Davis-Monthan Air Base in Tucson, Arizona; in Asmara, Ethiopia; at the Marshall Space Flight Center at Redstone Arsenal in Alabama; at Fort Ord in Monterey, California; at the Naval Base in Okinawa; in Wurzburg and Weisbaden, Germany; in Washington, D.C.; at the U.S. Naval Oceanographic Service Center in Suitland, Maryland; at the laboratory in Dahlgren, Virginia; at Goose Air Base, Labrador; in Yokata, Japan and at many other sites around the world. Subjects cover philosophy, economics, political science, management, public administration, human relations, sociology and others. These are mentioned only to give the reader some idea about the size and scope of this program. Resident courses of this nature are optional for the BLS student.

A relatively new facet which provides an alternate for the Community College student or graduate is the BLS Community College option. This program provides opportunities for the Junior or Community College student who has a minimum (60 hours) of prior college work and for whom the BLS methods and goals are appropriate. It enables this person to transfer credits and continue toward the degree. With normal progress, he should be able to complete it within several years. Of course, this time frame depends upon many factors including the number of credits and subjects accepted for transfer. This BLS program accommodates a considerable range of academic talent. Students can take advantage of the flexibility of the program to move rapidly or slowly. Regardless of prior learning and aptitude, the student who succeeds in the BLS program usually is a self-starter with sincere motivation to learn, works at his program seriously, and enjoys reading. He has a wide range of interests. Another important requisite is that he maintain regular communication with his advisor and take full advantage of the student-advisor relationship.

As one of several Baccalaureate degrees offered by the University of Oklahoma, the Bachelor of Liberal Studies is fully accredited by the North Central Accrediting Association. It is measured in terms of credit Areas rather than credit hours. In other words, rather than simply transferring previous college credit-hours into the BLS "credit-area" unit of measurement, the College recognizes knowledge and skills attained from previous experience and study in terms of the time and concentration the student has spent in each Area of study. Results of the placement tests, as well as other information provided by the student, enable the faculty to determine

the student's progress and levels of achievement.

At the time of this writing, costs of the program are around $100 for placement, testing, orientation and advisement. The charge per Area enrollment is roughly around $300, registration fee per Area seminar is around $300 as is the Inter-Area enrollment. Inter-Area Seminar costs are near $350. In addition to registration fees, the student may have living expenses while attending the various seminars which last approximately twelve days. As for the overall costs during the period of study it is estimated that the average student today probably pays around $2,500-$3,200 plus living expenses during the seminars. Students who enroll in the BLS program receive the monthly *Newsletter*. This provides information about program activities and events as well as about students. It supplements the continuous exchange of ideas between students and faculty. The *Newsletter* also contains information on weekend residential programs, student and advisor conferences, orientation, educational enrichment activities and general information of interest.

Upon entering the BLS program each student attends a week-end Introductory Seminar to orient him to its goals, purposes, methods and procedures. Assessment of the student's prior academic achievement is performed by faculty members. The student then meets with his faculty advisers—one from each of the three academic Areas—who will direct his study. Introductory seminars are held several times each year. During the seminar period students may live in the Oklahoma Center for Continuing Education. The range of housing facilities and food services accommodates the needs of most students. Residence in the Center is not required, but is encouraged due to the valuable association with other BLS students and the many opportunities for informal discussions which usually evolve during the evening hours. Students who live within a reasonable distance of the University may commute during the brief seminar periods.

Communications between the student and his advisor begin as soon as the student enrolls and attends the Introductory Seminar. He is then encouraged to communicate with his advisor regularly—through conference, letter, telephone, etc.—regarding his academic work. It is mandatory that regular and effective communications be established.

Independent Study in the Humanities includes the fine arts, history, literature, philosophy, and religion. Independent Study in the Natural Sciences includes astronomy, biology, chemistry, geology, physical geography and physics. Independent Study in the Social Sciences includes anthropology, economics, history, geography, political science, psychology and sociology. The Inter-Area studies include written criticisms of required readings and preparation of a paper. This fourth Area is an integrative component; the required readings are interdisciplinary.

As indicated the student completes a special study as part of the degree requirement. This special study may consist of a paper on a limited subject or it may consist of creative work in literature, science, or the arts. The student works with his advisor in preparing the study, which normally should begin after completing the three primary Areas. The relevance of the topic to Liberal Studies and proficiency in liberal inquiry should be demonstrated.

As for the number and type of persons enrolling in this program, the first 3000 students during the first decade included applicants from all fifty States and several foreign countries. Many recognize the need for a college degree in terms of their employment or professional advancement while others are intrinsically motivated, seeking a study program for self-enrichment. Most BLS students are employed full-time; many diverse occupations are represented among the student body. Some students do not have educational institutions in their locality; many have circum-

stances which preclude their attendance in traditional classroom instructional programs. BLS students are found at all adult age levels.

Additional information as well as the latest program costs may be obtained by writing to the Director, Bachelor of Liberal Studies Program, College of Liberal Studies, University of Oklahoma, 1700 Asp Avenue, Norman, Oklahoma 73069.

Goddard College Adult Degree Program. The Adult Degree Program (ADP) is one of many ways through which individuals learn what they need or desire to learn. A pioneer program initiated in 1963, ADP is generally for persons 26 years of age and over. Many of these students began college, were unable to finish their undergraduate studies, and are now interested in doing so for one reason or another. ADP is for those who cannot go back to college in the sense of full-time attendance at classes. The program leads to the Goddard Bachelor of Arts degree.

Students reflect a broad spectrum of vocations, backgrounds, needs and interests. They come from most of the United States and from a number of foreign countries, flying or driving to Goddard for two-week resident periods every six months. They study matters as varied as they themselves are diverse, each of them planning during the resident period a six-month study relevant to his own educational goals and objectives. During the half-year between resident sessions, these men and women work at their studies wherever they are: aboard a merchant-marine ship in the Pacific; in a New York, Paris, or London apartment; in a New England farmhouse; or in a Mexican pueblo. From various locations, they keep in touch with the faculty about their study projects. Some of them visit the campus for a day or two in mid-semester; some attend week-end conferences arranged by faculty members in cities near the homes of their students; others send tape recordings and are responded to in like manner.

The resources which these students bring to their individual studies are also varied. Some may take extension courses at nearby colleges to get part of the information their study calls for. Some conduct research or try out new ideas where they work. Museums, libraries, lecture series and television courses are used. Some students are working at jobs in order to get internship experience as a resource for their study project. Still others travel widely.

At the end of six months, the students return to the college's Vermont campus for another resident session. Students discuss and evaluate their study projects with the faculty members they have been in correspondence with, and with each other. Then new projects are planned for the coming six-month semester.

The program provides a framework for learning. By and large it is open and flexible, to respect the differences among individuals both in their needs and in their ways of working. It does, however, have limits, criteria, standards, and specified procedures. The section which follows describes both the opportunities and options for Independent Learning and the boundaries within which those opportunities exist.

Adult Degree Program Study Projects are planned within the Goddard philosophy of education which defines learning as the activity an individual undertakes to solve or resolve a problem, overcome an obstacle, answer an important question, or achieve something deeply needed.

Although learning of this kind is of necessity individual, it can not be thought of as an isolated activity. As it changes the learner, it affects everyone who comes in contact with him; it becomes for others a resource in their own learning. And it usually draws heavily on the studies of others, past and present. Because its matrix

is the human world in which individuals are gregarious, ADP study begins and ends in the social microcosm of the two-week resident period. During this residence students are challenged and assisted, shaken loose of preconceptions, introduced to some brand-new notions, and given every opportunity to learn from and with each other. Often a student begins the resident period with a firm notion of what he wants to study during the coming six months, and leaves it with a detailed plan for studying something completely different—the end product of hours of conversations with persons whose experiences are totally different from his own and who see the world in another light than he does. Residential adult education succeeds because it fosters the sharing of experiences.

During the two-week resident periods, each ADP student develops his curriculum. Free from any requirements to study this or that particular subject or distribute their studies among academic disciplines according to any preconceived pattern, students are brought face to face with teachers to talk about what they genuinely want to learn and how they can go about it. What results is in no sense a program of courses. Rather, for each student it is a series of six-month study projects, the pattern for which is the student's own. Faculty resources are available to help him plan his work.

ADP study possibilities are limited only by the backgrounds and abilities of the faculty (and, of course, the student). Effectively this means they are Liberal-Arts studies, for the Goddard faculty is a Liberal-Arts faculty. Many studies draw on information and skills from a variety of subject matters but the work may be broadly classified as dealing in general with the humanities and social studies, the life sciences, the arts, and education. There are no formal majors, since persons actively engaged in learning are understood to be in a process of change which may properly lead them through a number of subject-matter fields. The Bachelor of Arts degree—the same degree granted to Goddard's regular undergraduates—is not in any particular field. It is a Liberal-Arts degree, signifying that a student has successfully completed a program of undergraduate education built about his needs and his learning.

A number of ADP study projects, chosen more or less at random, may suggest the breadth and variety of the student-built curriculum. These several studies were all being carried on during one recent six-month semester: One student was doing research on the Mexican Revolution as interpreted by authors and artists. Another was experimenting with psychodrama in her work with adolescents, preparing a report on her own work and on research into the literature of adolescence, psychodrama, and group therapy. An artist was developing a personal way of teaching art, keeping a journal as the source material for a large final report. Several students were doing studies of particular poets and playwrights; one was writing a novel, another was experimenting for the first time with the writing of poetry. A school-board member was investigating the relationship between education and philosophy.

Each of these studies grew out of a process extending back through the life of the student. He may have thought of himself as relatively unchangeable when he came into the Adult Degree Program. Experience suggests that, quite to the contrary, change and growth not only continue throughout life but often are accelerated when an individual is helped to plan and carry out studies specifically relevant to his own needs. Most of the students whose studies are mentioned here had been in the program for several semesters. ADP students spend their final semesters before graduating on projects intimately related to their work. They are able to approach these concerns in a new, fresh way because of previous study in different areas.

It will be obvious that there are no specified curricular requirements in the Adult

Degree Program. A student is expected to work hard and as well as he can on matters of concern. In the process, specific needs may demonstrate themselves: a need to work on writing, to learn elementary statistics, or to meet some specific requirement, for instance, imposed by a State Department of Education or an employer. It is up to the student to deal with these discovered needs as he may decide since they are his own requirements, not those of the college or its faculty.

In general, Adult Degree Program students are a self-selected group. The particular demands of the program encourage applications from people ready and able to make good use of the program. Applications are reviewed by the ADP Dean and his assistant. When questions arise about an applicant, they may be referred to other members of the college. If these persons decide an applicant should not be admitted, it is usually for one of three reasons: the dubious quality of his previous study; his inability to present convincing evidence that he has the background and skills necessary for Independent Study; or his apparent lack of clear and strong reasons for entering the program.

When a student is admitted to the program, he is told how many semesters of satisfactory work he will have to complete in the program to be granted the degree. The number of ADP semesters needed depends primarily on previous study in colleges or universities. In general, a full semester of successful Liberal Arts college work done elsewhere means a semester of advanced standing in ADP. Students who have studied part-time or in extension courses are granted advanced standing on the basis of 15 semester-hour units, each counted as a semester of study. Only studies graded C or above are counted as successful. Thus a student must, for instance, have completed at least 30 semester hours of quality work to be granted a year of advanced standing, at least 45 semester hours to be granted three semesters towards the Goddard degree, and so on.

A final way to gain advanced standing can come from favorable evaluation of "critical life experience." Upon acceptance to the Program, a student may present a petition to the ADP Dean containing persuasive evidence about personally valuable, high quality, extraordinary educational endeavors. These might include, among other things, rewarding studies done in institutions not defined as colleges or unusual studies not taken for credit. Normally up to one semester of advanced standing is given for critical life experiences, although up to two semesters may be given in rare instances.

The minimum time required in the program for the Bachelor's degree is three semesters regardless of the amount of previous college work a student may have done. A maximum of eight successful semesters must be completed if no advanced standing is given. In certain instances when the student's standing and quality of work have been good, he may petition to complete a 20-credit "culminating" study during his final semester. Thus a student with an odd number of transferred credits which were insufficient to grant him a full semester of advanced standing could accelerate his graduation by this arrangement. Most students spend two years in the program.

The Goddard Adult Degree Program is open to mature adults who can demonstrate their ability to do successful college work. An applicant to the program is asked to fill out the application form as completely and thoughtfully as possible, paying particular attention to the last question, which asks him to do some searching self-examination. He must ask the high school from which he graduated and all colleges at which he did work for credit to send transcripts of his studies to the Adult Degree Program office at Goddard. Interviews or visits to the college are

usually not necessary; most questions about the program can be effectively answered by mail.

Participants in the program meet in groups, each small enough so that students can come to know and learn from each other. The residence dates of these learning cycles or meetings are staggered so that almost any job pattern may be accommodated (winter-summer, or spring-fall). ADP students live in Goddard residence buildings during their on-campus periods, and have their meals in the college dining room. Although they share the campus with regular undergraduates, they do not attend the same classes. Thus each group can be apart from the other when they wish, together when they find it profitable to be together.

Room reservation forms are sent to students shortly before the beginning of each resident period so that students can indicate when and how they will arrive. Within the capacity of the buildings used for ADP, accommodations may be arranged for spouses. All of the college facilities are available to members of the Adult Degree Program.

Tuition fees are computed to meet the cost of the Adult Degree Program. Like all fees during a time of inflation they increase from time to time to keep up with rising prices. Full tuition is roughly around $1,000 a semester, an approximation of the cost of a student's membership in the program. Room-and-board fees must also be added for the two-week resident period.

Before the opening of a six-month semester, students enrolled in the program are sent descriptive material about the faculty and the areas or issues around which each member is prepared to help students plan Independent Studies. During the opening days of the resident period, students have the opportunity to meet all of the faculty and to sit in on short sessions in which various students and teachers talk about their interests and backgrounds. Towards the end of the first week each student is asked to make first, second, and third choices of faculty members with whom he would like to work during the rest of the semester. The faculty then meet to decide which students will work with which teachers, honoring first choices as far as possible but also attempting to balance faculty loads.

For several days in the middle of the two-week resident session each faculty member meets with the students who are working with him in a group study designed to illustrate what it is to be a practitioner of a particular discipline—how one does anthropology, as an example; how a literary critic approaches a given body of literature; or how a psychologist deals with certain aspects of human behavior. The rest of the time is given over to meetings of general interest—lectures, discussions, and intensive series of minicourses, presentation of work by graduating students, and films, among other things—and to individual conferences between students and faculty members.

The conferences are for the purpose of making study plans. Over several days a student may redraft his original plan a number of times as he and his faculty supervisor work towards a detailed outline of the work to be done. When the student leaves at the end of the resident period they should have agreed on a study with which both feel comfortable, and have put on paper such specifications as these: a method of procedure, a preliminary bibliography or list of resources, a method for keeping in touch, and perhaps a time table giving deadlines for various parts of the work. The plan should also indicate the tangible product or products to be expected from the study—a major paper, a research report, a series of essays, a journal, a continuing annotated bibliography, works of art or exercises preliminary to them, or whatever else may be appropriate. The study itself may be started in the last days of the resident period, depending upon how much time is left.

It has been suggested earlier that an Adult Degree Program of Independent Study is understood as equivalent in quality and quantity to the work done by a successful regular undergraduate student during a full semester of courses. Such a description is difficult to translate into objective terms, but it is suggested that twenty hours of college study a week over the full six-month period is a minimum. Studies centered in reading may be expected to produce bibliographies and considerable written work. Research papers must be documented thoroughly, exploring not only current phenomena but backgrounds and implications as well. Because of these demands, most students find it necessary to establish regular times and places for study. Many who have had little formal experience with higher education for a number of years find it important to review study methods and procedures.

Whether or not a study has been completed successfully is the supervising faculty member's decision, in consultation with the Dean and an elected committee of teachers and students if necessary. A study judged successful is considered the equivalent of one semester's work in moving towards the Bachelor's degree. No more than one semester's credit may be earned during a six-month period. No credit towards the degree is granted for a semester of study judged not to have been completed successfully.

A student who has completed a semester successfully may be granted a leave of absence for a semester or a year if he requests it, with the understanding that if he has not re-entered the program after two semesters of leave he will be regarded as having withdrawn and will have to reapply should he wish to continue his ADP studies at a later date. Students who fail to keep in touch with their faculty supervisors during the Independent Study periods may also be understood to have withdrawn from the program. A student may be dropped or required to withdraw if his work is judged unsuccessful or incomplete for two semesters.

Study undertaken in the final period before graduation is to be thought of as a culmination of all the work that has preceded it. It should involve major questions or a large and important problem, often drawn directly from the student's experiences. To those questions or that problem he brings all that he is, making a commitment of time and energy well beyond the minimum. The final study semester may involve additional residence, distributed throughout the semester as the student and his supervising faculty member see fit, so that the student can get as much help as possible from his teacher. At the end of the semester, assuming the work has been completed, the teacher will nominate the student for graduation to the whole ADP faculty. The student is responsible for leaving with the college a finished copy of his final-semester thesis, report, or product, for use by other ADP students.

According to program personnel at Goddard, the Adult Degree graduates are making a variety of uses of their educational experience. Some already have earned graduate degrees; others have enrolled in special schools and are continuing their formal education. Social workers, teachers and other professionals have found new meaning in their work. Sometimes the degree has meant the difference between temporary employment and permanent employment (with full compensation). Some persons reveal that taking part in the program means more to them than advancement or increased security. Some of them speak of opportunities and challenges to take a new look at themselves. Others say they have changed their minds about things that are most important to them. A few have indicated that this type of Program has changed their lives.

For further information on this program write to the Director of the Adult Degree Program, Goddard College, Plainfield, Vermont 05667.

Syracuse University. University College, the section of the University which runs this special Adult Degree program, believes there should be a way for mature persons to achieve a breadth of knowledge and understanding about themselves and their fellow man without attending courses night after night, year after year. For many, travel to an adult education center several times a week is impossible. For others who may live close enough to undertake such travel, the total number of hours spent in commuting is enormous and might be better utilized if applied directly to study. For those who do have the time and energy and are able to commute regularly, a part-time Bachelors program under normal circumstances would probably take somewhere around eight years to complete.

Syracuse University has recognized these problems and has developed a non-residential, non-commuting program based on the belief that many adults have the desire, ability and drive to pursue a course of Independent Study. An individual working steadily at this program can expect to earn this undergraduate degree in approximately four years.

The Bachelor of Liberal Studies degree requires work at each level in the four broad liberal study Areas of the Humanities, Mathematics, Social Sciences and Sciences. Rather than simply compiling contents of existing courses, work in each Area was developed by program personnel using a fresh approach. The question "What are the key concepts and issues especially appropriate for mature adults?" was applied to each of the four Areas. Selection and completion processes, therefore, attempt to assess the pertinence of each applicant's background and experience to this specially designed program.

The human element is an important one. In this flexible curriculum, self-motivated learning is considered as well as learning acquired through various kinds of educational and work experiences. The program recognizes that people responsive to the daily world around them acquire knowledge and skills just as readily as through formal educational situations. In addition, many have learned through involvement and participation in community affairs. Under the program, these individuals are given the opportunity to demonstrate competence for each content Area and move on to the next higher level. This also is true of the relatively new program, the Bachelor of Science in Business Administration, which has been developed utilizing the strengths and experience of the Liberal Studies program. This provides an opportunity for those individuals who wish to combine study in the Liberal Arts with business management. Jointly developed by the School of Management and the College of Arts and Sciences, this course of study reflects another unique approach to non-traditional learning. In both programs the student's contact with his adviser and his instructors while he is away from the campus is maintained in a variety of mutually agreed upon ways among them the mail, audio-tapes and telephone calls. Visits to the campus, when feasible, can be arranged. It may be possible also for a student to arrange a meeting with an instructor when he is filling a professional engagement away from the campus, such as lecturing in a city near the student's home. Experience has shown a high degree of flexibility and ingenuity in arrangement of such consultations.

To be considered for admission to either of these special Bachelor's programs, an individual must complete the formal Application for Admission. This may be obtained by writing to the Director, Bachelor's Degree Program, University College, 610 East Fayette Street, Syracuse University, Syracuse, New York 13202. Upon receiving the completed application, the Admissions Office will confirm an interview date when the applicant can visit the campus for discussion and evaluation. At this time the applicant has a first-hand opportunity to obtain related

information about veteran's benefits, financial assistance, educational procedures and other pertinent matters. For the applicant, the interviews also provide an opportunity to talk with faculty about the program and to decide whether it meets student expectations, needs and interests. The testing or evaluation is to help in selecting appropriate candidates, determine candidate's strengths and weaknesses, in addition to estimating the capacity of the individual to pursue Independent Study. Interview weekends usually are held during February, March and April. Once the applicant has submitted his application, been interviewed by the faculty and completed the required tests, the committee will make the final decision.

According to the latest information tuition for each level is around $1,800. In addition, student expenses reflect the additional cost of books, travel, food and lodging while attending weekend seminars and the three-week summer session. As previously indicated, initial evaluation will determine how much the student has already learned and which Areas, if any, of either program he has already satisfied. When the determination is made that a student is exempt from an Area of study for a particular level, his tuition is decreased accordingly.

Credit may be awarded to a student for what he already knows, if this knowledge is relevant to program content. In other words, if he satisfies certain requirements he can "skip" to a higher level. Knowledge gained from work or avocational pursuits as well as formal education is considered in selecting applicants and placing them at appropriate levels in the program. Allowing a student to skip to a higher level avoids a loss of time that is involved in a student's restudying materials and subjects he already knows. An application for Advancement Placement may be submitted at the time of the interview on campus. Students are exempted from specific levels through faculty evaluation.

The curriculum of both programs is structured so that each student is allowed to select the specific Areas that he desires to study each academic year. A student may take from one to four Areas with two being the recommended minimum the first year. For the A.B. in Liberal Studies it is suggested that one Area be either Humanities or Social Science and that one be either Mathematics or Science. The Liberal Studies program requires that each student complete or be registered for all four Areas before he proceeds to the next higher level. This means that if a student elects only Social Science and Mathematics during his first year, he must take Science and Humanities during the second year. He may increase the number of Areas during the second year. In that case he may advance to the next level in Areas already completed.

Students in the Business Administration program enroll in three Liberal Studies Areas and one Business Administration Area if they plan to carry a full program. The student is instructed and guided toward self-study in the four broad content Areas: Humanities, Mathematics, Social Science and Science. This program was not designed for a major in any one of these content Areas, nor is it possible to select a major in the usual sense. For example, the degree does not lead directly to a major in history, mathematics or education. In the case of education, it would probably take an additional year to qualify for certification.

After being placed at the appropriate level in the program for each content Area, the student begins his study. Extensive reading is required. Written and oral examinations determine the progress made. In the upper levels some latitude is allowed so that students may pursue an interest in greater depth. Such a program is undertaken with the consent of the faculty. In the science courses, the student is supplied with "take-home" laboratory kits with which to conduct experiments. He is expected to analyze them in written reports.

The four major Areas of the program are outlined in the Syracuse Program Catalog which should be carefully reviewed.

This Independent Study Degree Program provides a highly personalized educational experience. The Faculty at Syracuse guide course work from beginning to end. Students become well acquainted with faculty and vice-versa during the seminars. Through lectures and discussions, the faculty work with students on the content and ideas of each course.

Following the seminars on campus there is frequent contact between student and professors through mail, telephone and tape recording. This method of earning a degree—short periods of residence, close contact with senior faculty, sharing similar goals with fellow students—is unique to the Independent Study Degree Program.

Other Colleges and Universities offering the Bachelors degree through Independent Study are listed below. As indicated previously, before making decisions about a particular college or course of study, the individual should be certain to obtain all of the latest information about the program in which he is interested from the college or university. Since various aspects of these programs such as costs, requirements, philosophy, procedures, and the like change from time to time, it is important that the latest information be obtained directly from the source. A review of all of the latest facts will enable selection of that program which is most appropriate for the individual.

In the list which follows, reference to any particular college or university does not imply or suggest recommendation. Further information on these Special Adult Degree Programs may be obtained by writing to:

COLLEGE OR UNIVERSITY	*DEGREE OR PROGRAM*
Dean School of General Studies Brooklyn College Bedford and H Avenues Brooklyn, New York 11210	Bachelor of General Sutudies
Director Special Degree Programs Indiana University Bloomington, Indiana 47401	Bachelors Degree
Director Adult Degree Program Goddard College Plainfield, Vermont 05667	Bachelor of Arts
Chief Administrator Independent Study Program University College Syracuse University 610 East Fayette Street Syracuse, New York 13202	Bachelor of Liberal Studies Bachelor of Science (Bus. Admn.)
Dean College of Liberal Studies University of Oklahoma 1700 Asp Avenue Norman, Oklahoma 73069	Bachelor of Liberal Studies Master of Liberal Studies
Dean School of Adult Education Michigan State University East Lansing, Michigan 48824	Bachelors Degree

COLLEGE OR UNIVERSITY	*DEGREE OR PROGRAM*
Director Division of Adult Education Mundelein College 6363 Sheridan Road Chicago, Illinois 60626	Bachelors Degree
Dean of Adult Programs Washington Square College of Arts and Sciences New York University 100 Washington Square East New York, New York 10003	Bachelors Degree
Director Independent Degree Program Oakland University Rochester, Michigan 88063	Bachelors Degree
Dean School of General Studies Queens College 6530 Kissena Boulevard Flushing, New York 11369	Bachelor of General Sciences
Dean of Studies Division of Adult Education Roosevelt University Chicago, Illinois 60605	Bachelors Degree
Director Special Adult Program Florida Atlantic University Baca Raton, Florida 33432	Bachelor of Independent Studies
Director of Overseas Program University of London Senate House London, W.C.I., England	Bachelors Degree
Director Special Adult Degree Program Upper Iowa University Fayette, Iowa 52142	Bachelor of Administration
Director Bachelor of Liberal Studies Program University of Maine Portland, Maine 04041	Bachelor of Liberal Studies
Director Bachelor of Liberal Studies Program University of Nebraska Omaha, Nebraska 68132	Bachelor of General Studies
Director Special Degree Program University of Northern Colorado Greeley, Colorado 80951	Bachelor of Arts Bachelor of Science
Director Independent Study Program University of South Florida Tampa, Florida 33620	Bachelor of Independent Studies
Dean of Special Studies Southern Methodist University Dallas, Texas 75222	Bachelor of Arts Bachelor of Science

COLLEGE OR UNIVERSITY	*DEGREE OR PROGRAM*
Director of Special Studies Independent Studies Program McGill University Montreal, Canada	Bachelors Degree
Director Independent Studies Program Brigham Young University Provo, Utah 84601	Bachelor of Independent Studies
Director External Degree Program Chico State College Chico, California 96926	Bachelors Degree

THE OPEN UNIVERSITY

In the United States, the Open University concept is a new one designed to facilitate Independent Study leading to the Bachelors Degree. Presently experimental programs are underway at the University of Maryland and the University of Houston in Texas as well as at Rutgers University in New Jersey. These institutions of higher learning are participating in this experiment in conjunction with the Open University of the United Kingdom where the program originated. Because of this British background, the program history along with some pertinent facts are included in this chapter. Before this explanation is set forth, however, a description of the program in the United States at the University of Maryland should be helpful to the reader.

Open University at University of Maryland. In cooperation with the Open University of United Kingdom, the College Entrance Examination Board and the Educational Testing Service, the University of Maryland began the Open University's Humanities Foundation course in September of 1972. Students were recruited from all walks of life—particularly persons not able to take courses in traditional classrooms who would find Independent Study a way to self-development. Adult students must be high school graduates in order to qualify for admission. Admission requirements generally are the same as for enrollment in other University courses.

There are 13 Learning Centers in the Washington-Baltimore area: the center of Adult Education at Maryland University, the Baltimore Center of the University, several at military installations, and some at public libraries and high schools. Each center is open at a regularly scheduled time: Monday, Tuesday, Wednesday and Thursday evenings, all day Friday and Saturday mornings. Films and tapes, taken from the BBC programs in England, are presented at the Centers. Since these aids are supplementary to each lesson, students are not required to attend the Learning Centers each time. However, students definitely are encouraged to use these Learning Centers in order to take full advantage of all available resources, thus promoting maximum achievement and success. At the end of each twelve-week session, a weekend seminar is held at the Center. All students are required to attend this seminar, which stresses enrichment rather than simply course review. As for the curriculum, it follows the format and methods originally developed in the United Kingdom. Students are furnished with study guides which contain suggestions for studying and for submitting written assignments.

The Open University student accomplishes the major portion of his learning independently. Text material is still the primary source of instruction; this is richly

supplemented through TV and other audio-visual materials. Films, tapes, mock-ups, simulators, demonstrations and the like are usually scheduled for group presentations although at times they may be used by individuals working alone. Opportunities for discussions with counselors, teachers and fellow students at the Learning Centers provide an atmosphere conducive to effective learning. It is at these sessions that many tentative ideas become clear, that insight is developed. A one-to-one relationship between student and teacher may be initiated at any time. During the term, weekend sessions may be held when students and teachers review assignments and evaluate progress.

The 36-week course in Humanities is offered for 18 semester hours credit. This course is suitable for all students who are interested in man, his history and his cultural achievements. It integrates philosophy, history, literature, art, music, religion and logic—important components of the study of mankind. The course also guides students toward intelligent reading as well as encourages logical thinking. Clear expression, critical analysis and effective evaluation also are desired outcomes of this phase of development.

Enrollment in the entire course for 18 hours of credit is sometimes recommended. However, the student may decide to enroll in the first part of the course for six hours credit, continue to the next six-hour stage, and then later take the final six hours credit. Upon satisfactory completion of the entire course, the student receives a grade and 18 college credits toward the Baccalaureate degree. The total course will satisfy the minimum general education requirement in Humanities, History, and Literature. Students completing all 18 semester hours will also receive a special certificate.

The Humanities Foundation Course also appeals to persons with advanced education and to others who may wish to broaden their intellectual outlook. Tuition for the course is around $25 per credit. Grades are determined by student response to assignments, examinations and special papers. The only formal admission requirement is completion of high school or its equivalent. Persons who are already enrolled as students need only register for the course, which should be of great interest to applicants who have the motivation to study and the ability to handle independent assignments. It should be remembered that the primary objective of the Open University is to provide an educational opportunity for the student who might not otherwise be able to attend a college or a university. This concept of Open University is spreading rapidly and the university or college system near you may be implementing it soon.

In the remainder of this section are questions and answers about the Open University Humanities Foundation course at the University of Maryland. Following these is information on the Open University as it operates in the United Kingdom.

Questions and Answers: Open University

Question: What is the Open University Humanities Foundation Course?

Answer: The University College of the University of Maryland is offering the innovative Humanities Foundation Course developed by teams of experts at the Open University, United Kingdom. The Humanities Foundation Course is "open" to all high school graduates. The student's home becomes his classroom. The course will provide education for those with the necessary initiative and ability to study

on their own time, and particularly to those who could not otherwise obtain education at a university. The Maryland University program is also a "test" of the applicability of the Open University course to American audiences.

Question: What does the Humanities Foundation course cover?

Answer: Traditionally universities treated philosophy, history, literature, music, art, and religion as independent subjects. The Humanities Foundation course brings together in a single unit man, his history, and his cultural achievements. No doubt the student will be more interested in some aspects of the course than others. But all are important; all are part of the story of man.

The course includes an introduction to a variety of cultures. It will explore the disciplines (philosophy, history, literature, art and music) through analysis and examination of the form and meaning of each. In addition, the humanities course will encompass (a) case studies of significant people, works and events, including an analysis of one of the Gospels as a religious document and as a literary work, (b) a study of a Shakespearean tragedy from several perspectives, (c) discussion of the change in attitude of composers and critics towards music of earlier periods, (d) a study by a painter-critic of the lives and values of early artists, (e) an examination of significant thought of two important philosophers, one classical and one modern.

An extended case study about industrialization and culture examines major effects of technological advance and economic organization. Also the influence of technical innovation on the arts is explored as well as the artist's reaction to the values of industrial society. Running parallel with the humanities course is an introduction to symbolic logic. This is intended to provide the student with some conception of rigor in formal argument, and of the extent to which the techniques of modern logic are applicable to the analysis of arguments in ordinary language.

Question: What is meant by Independent Study?

Answer: The student receives study guides and assignments plus a schedule of dates by which assignments must be completed. The student is then free to plan and study at his own convenience within the confines of the guide. (The student also receives a schedule indicating film and tape presentations at the Learning Center which he uses.) Completion of all work, research and assignments plus handing them in when due, is the responsibility of each individual.

Question: How may I obtain assistance with course work when I need it?

Answer: Tutors will be available for consultation and guidance at Learning Centers; they may lead discussions or meet with individual students to clarify assignments or lessons, explain course materials, define requirements or generally assist in any way possible.

Question: What is a Learning Center?

Answer: Whenever the concentration of students in a particular location justifies, Learning Centers will be open for a six-hour daily period

on a regularly scheduled basis. These Centers provide facilities for students to meet with one another for discussions of mutual interests as well as for group and individual discussions with tutors. The student is under no obligation to attend these discussion groups. However, students may prefer to share learning experiences with other students and tutors. This is an opportunity rarely possible for students enrolled in traditional study. If you can not attend your scheduled Center you may visit one of the other centers in your area where supplementary films and tapes are available. Films and tapes do not duplicate material in the text. Some times the audio-visual aids explain a part of the week's work in a different manner. Other films may present renowned scholars who assist the student to examine a subject from another angle of focus.

Question: What academic credits may I take?

Answer: The entire course (36 weeks) will be offered for 18 semester hours credit at University College. The total course will satisfy the University minimum general education requirements in Humanities, History, and literature. Students completing all 18 semester hours in the program will also receive a special certificate. Each student has the choice of enrolling in the first part of the whole for six hours credit (12 weeks), then continuing to the next six hours of credit (12 weeks). These are arbitrary divisions, however, and the course should be considered as an integral whole. An examination and final grade will be given at the completion of each six credits.

Question: I do not need academic credits, but I am interested in the course. May I take it?

Answer: By all means. You would register for "Audit." The Humanities Foundation Course is often of special interest to people who do not plan a formal degree program, and to people with degrees who desire further academic enrichment. Also, to people with no previous college experience as well as persons unable to attend regularly scheduled classes.

Question: What kind of students take this course?

Answer: Anyone who might otherwise be unable to attend a college or a university who is interested in broadening his intellectual horizon can be a student of the Humanities Foundation Course. A High School Diploma or High School Equivalency Diploma is a necessary prerequisite.

Question: How will I be graded?

Answer: Grades in the course will be based upon continuous assessment of written assignments and objective tests. There will be three major exams during the 18 week period, one following each six-credit session.

Question: Explain how the course will be conducted.

Answer: After an orientation session the student may begin his home study with the required instructional materials. The structure and layout of the texts differ markedly from most teaching materials. Instead of writing several thousand words of unbroken prose and leaving you to

make what best you can of it, the author takes care to involve you by incorporating questions and exercises into his presentation. These exercises call for you to make an active response, provoking you to recall, interpret and apply the teaching points that have been raised. Regularly written work must be submitted for marking by a tutor. The tutor records the marked work before the work is returned to the student. A number of assignments take the form of objective tests and are designed to be scored not by the tutor but by a computer. The assignments not only help the student to learn but also form the basis of the program's continuous assessment system. The student may call upon the tutors for discussion or help whenever needed. Supplementary films and tapes and guides are available at the Learning Center. TV and radio programs are important components of the "Open University" approach.

Question: How much preparation time will the course take?

Answer: The amount of time required for readings and written assignments will vary with each student, but probably preparation time would be around ten or twelve hours per week.

Question: How much will it cost to take the "Open University" Humanities Foundation Course?

Answer: The tuition for the course will be charged at the regular rate of $25 per credit hour or $150 for each six credit hours. Beginning with the summer session, tuition rates will be $26 per semester hour. Thus, the entire 18 credit hours tuition for 36 weeks will be around $500. For students not previously enrolled at the University there is a $10 matriculation fee.

Question: How much will the books cost for the course?

Answer: The required texts for the entire 36 week course will cost approximately $75-$100. If the course is taken in parts, the texts for the first part will be about $40, for the second part $25 and for the third part perhaps around $30.

Question: How do I get the required textbooks or correspondence texts?

Answer: The required texts will be distributed at the Learning Centers during the first session.

Question: How do I get the additional texts or required reference material?

Answer: These required reference books are on order at the Student Supply Store, University of Maryland, College Park, Md., and the Maryland Book Exchange. A few of the reference books have been ordered from England and will be furnished directly by University College.

Question: Will I be eligible to receive tuition assistance for the course, if I am a member of the Armed Forces?

Answer: Yes, the course carries academic credit which applies to the degree program and, thus, you are eligible for tuition assistance and should contact your base education office.

Question: If I am a veteran will I be eligible for V.A. assistance?

Answer: Yes, six semester hours of academic credit for each part will be

certified to the Veteran's Administration. This is considered to be one-half time enrollment for benefit purposes.

Question: If I work for the Federal, state or local government, am I eligible for financial assistance?

Answer: In general, yes, especially if the study is related to your work. However you should contact your educational or training officer for a more specific answer since each situation will vary.

Question: I should like to know more about the weekend seminars of the course.

Answer: At the end of each part (6 credit hours) an intensive period of full-time study in a "conventional" university setting will be conducted for a weekend session. Tutors and students will come together in large groups for lectures, seminars, and other learning experiences. These weekend sessions are mandatory.

Questions: What happens if I inadvertently fall behind?

Answer: Tutors are able to advise and help when schedule and study problems are encountered. Certainly this is an advantage of the Open University concept.

Question: I am concerned because I have not studied for years.

Answer: It has been found that adults bring varied knowledge, experience, and motivation to their studies. A helpful review of study methods and procedures is presented at the beginning of the course.

Question: I plan to complete my degree program with another institution. Will they accept credits from this course?

Answer: This is a new program and many institutions may not be familiar with the approach. It is suggested that you write to the institution where you plan to complete your degree. (Send materials explaining the course. Suggest that they correspond with the University if they desire further information.) Obtain written approval *before* you enroll in the Humanities Course.

*The Open University of the United Kingdom** was formally established as an autonomous university by Royal Charter in May of 1969. The British Labor Party, through Harold Wilson, originated the idea in 1963 as the "University of the Air." Wilson became Prime Minister the next year and assigned the responsibility for its study and development to the Undersecretary of the Department of Education. A Parliamentary committee explored it further and published a White Paper on it. A planning committee was then established. Consequently, the Open University provided service for students by January 1971, when one of the world's most talked-about higher education developments came into being.

Speaking at the American Council on Education in the fall of 1971, the Vice Chancellor described the purposes of the Open University, its manner of operation and plans for its future. The basic purpose of the Open University is to provide higher educational opportunity for anyone wanting it who cannot get it. At the

*This section on the background of the Open University is included because it reflects the foundations of this unique educational institution, indicates potential direction for its American counterpart, and answers numerous historical questions frequently asked. The reader should remember that he is reviewing information about the *British* Open University in this particular section.

present time, about 20 percent of the potential students in Great Britain participate in higher education. In 1930 less tthan one percent attended the universities so this is a big increase. The Open University is designed to take higher education to the large group who had none in the past and who wish to attend. The second major idea centered on the new technological capability which makes planned multi-media packages an important part of the total learning situation. The need to be fully accreditable was also recognized and therefore it was determined that the operation could not start with remedial education. In short the program which was envisioned was expected to be a first class degree program which would meet acknowledged standards of scholarship.

Admissions at the Open University in England are relatively simple. Any adult 21 years of age or older is eligible. No particular academic qualifications are stated and most of the students work full time in business, industry or in the home. Admission criteria are: (a) Are you sufficiently prepared to benefit from and succeed in your proposed studies at the degree level? (b) Is there a particular need for improved educational standards in your occupational group? (c) Is the course you wish to follow one which can provide adequate assistance and tutorial help? (d) When did you apply for admission? When applications have been considered in the light of answers to these questions—and these are not the sole criteria in determining acceptance—applicants are accepted on the basis of first-come first-served.

Although various figures have been reported by different sources regarding admissions and enrollments, those given in October 1971 are perhaps the most accurate. The student body in that first year of operation was as follows: 43,000 applied and 24,000 were selected to take one or two of the four foundation courses which were offered. The school year which runs from January through October, is followed by testing and examination periods. Registration and counseling are also provided. Of the original admitted group, 20,000 finished the first year; it was estimated at that time that some 17,000 would continue into the 1972-73 year as second year students. However, 35,000 students applied for the second year and 19,000 were admitted. Thus, it is clear that the Open University is meeting a distinct need in the United Kingdom and apparently has been quite successful in spite of some original concerns.

The program is very simple in design. The student can work for the Bachelor of Arts degree or the Bachelor of Arts degree with Honors. These may be taken in any of six different fields: arts, education, mathematics, science, social sciences, or technology. For this degree the student must obtain six full credits; the Honors degree is based on the completion of additional work. Foundation courses are offered in all fields. Each foundation course is a year in length and the student is expected to spend at least 20 clock hours a week on the course. Two credits for either of the degrees may be earned in first year foundation courses and the additional four credits may be in either second, third, or fourth level courses for the Bachelor's degree. For the Honors degree, the credits must be third or fourth level courses in the field of specialization. Educational studies are offered only as third, or fourth year courses of an advanced type. The Open University makes provision for exemption from as many as three of the six or eight required courses, based on prior successful work in other colleges and universities either in Great Britain or in other countries. These include the polytechnic credits from the institutions of higher learning recognized by the British Council for National Academic Awards and the University of London.

Beyond the course organization, the most exciting and unique aspects of the Open University seem to be its organization for guidance of students and the provision of

learning opportunities. The United Kingdom is divided into 12 geographic regions which coordinate the work of about 250 study centers. At the local study centers each student finds personal attention available. At the very beginning, after an admissions form has been sent to the central office, counselors in the regional office and the local center receive the admissions form and advise the student as to whether he is really prepared to carry on studies at the Bachelor's level. Students considered inadequately prepared are advised about alternative methods of study or preparatory work. Students are neither turned down nor refused admission and are allowed to let their application stand if they wish to do so.

After admission and the beginning of instruction, students meet at the local centers with class tutors who provide face-to-face discussion on assigments and current lessons. Counselors are also available if there are questions about any of the arrangements. Television and radio sets can be used for listening and viewing. Finally, in the local center the students have a chance to meet each other, carry on discussion and provide mutual support in their educational efforts.

The instructional program also is designed to provide correspondence lessons of a very detailed nature in each of the foundation courses. Each week there are television and radio presentations which amplify and supplement the particular lessons. Students may listen to or see these presentations again at their local study center. In addition, supplemental "Open Forum" programs are broadcast on both radio and television with students and professional staff discussing some of the important issues raised in the courses.

Each course is 36 weeks long, running from January through October, with seven short vacations during this period. These allow students to take vacations and to make up missed lessons. They also add some flexibility to the total program.

A critical and important part of the instructional system is the Study Guide and correspondence materials containing topics to study and assignments to complete. This is the core of the instructional program as prepared by the highly selected professional staff of the university. Of similar importance is the correspondence tutor who evaluates the papers sent in by the student. Papers are returned rapidly to the students, thus overcoming one of the major difficulties with other home-study courses. With some 40,000 students in the program, there is estimated daily input and output of around 7,000 pieces of mail. Of course some of the grading is done by computer, but much of it is by special assistants.

The composition of the student body has been somewhat different than was originally anticipated. Most of the students are employed, many of them being teachers. Approximately ten percent are housewives, about ten percent persons in the professions and arts, while slightly less than that are clerical workers, technicians, scientists and engineers. Although one of the original purposes of the Open University was to encourage workers from industry to obtain further education, less than four percent are from electrical, metal, manufacturing and related industries. Men enroll in greater numbers than women with around sixty percent of the students being male. Bachelor's degrees had already been earned by about five percent of the students. This fact, plus the large number who initially received exemption from certain courses, made it possible for the Open University to award the first Bachelor degrees at the end of its second year of operation.

Initial costs of establishing the Open University were considerable, amounting to approximately $15 million a year. The cost of establishing the permanent academic staff and preparing broadcast materials, plus other software for the course, was quite large. However, each course is designed to run for four or five years. During the first years new courses were developed regularly and will be in increasing

numbers each year. Enrollments are so large that there is considerable economy and it is estimated that the total costs will be approximately $500 per student if more than ten percent of the students graduate. Capital expenses are about one-third of the normal expenditure to establish a traditional university for 5,000 students, and operating costs are barely one-fifth that of a traditional university.

Espenses to the student in England are very reasonable, with the required costs amounting to less than one-third of those in an established university. Students without course exemptions, taking the regular Bachelors degree with six credits over a six-year period, would pay about $430 to $450. Books, of course, are additional and might amount to $200. Students are expected to buy the basic books for each course; supplementary readings are available in nearby libraries. Costs to attend the summer one-week seminars are quite reasonable, since they are held at nearby colleges and universities. Some of the local education authorities, as well as a number of employers, have indicated their willingness to pay part or all of the remaining costs. Thus, the costs for the degree are low for both the government and the student. It is not surprising, therefore, that there has been considerable discussion in the press and in official circles concerning the possibility that older, established universities should study carefully the methods and organization of the Open University.

The Open University in Great Britain has survived political squabbles as well as short lead-time, and apparently has been successful. Shortly after it opened and broadcast its first lessons, Britain's 250,000 postal workers went on strike. There was difficulty in moving the learning materials and packages but this was successfully overcome. The special science kits for experimentation in the science foundation course had been sent before the strike began. Although the graduate program has really just begun, plans are already well underway for its future development. Since the program is only several years old there are, of course, many questions remaining. However, with the present students completing their work and with increasing numbers of graduates, many of these questions should be resolved within the decade.

In terms of American higher education, the program is definitely successful. The large group of students who applied for admission and have completed the degree are indicative of the need which is being met. Although the number of blue-collar workers (the original main target of the program) was considerably below the number expected, enrollments now are much larger among this portion of the population. Evaluations by students have been very favorable. The varied student body is indicative of the wide need which is being met.

EXTERNAL DEGREE PROGRAM
UNIVERSITY OF THE STATE OF NEW YORK

Another approach to a college education was announced several years ago by New York State Commissioner of Education Ewald B. Nyquist. The purpose of this program, to serve citizens who are unable to attend institutions of higher learning as resident students, is certainly noble as well as practical.

The degree is awarded to those who are able to demonstrate that they possess knowledge and abilities equivalent to those of a degree recipient from a New York State college or university, regardless of how the candidates have prepared themselves. This is the European idea of the "External" degree. Recognition is given for learning which persons have acquired through self-study. Of course, this is validated by proficiency examinations. Measurement of knowledge expected of External

degree candidates may include performance as well as written and oral examinations. Possible sources of learning include television, radio, extension divisions, research laboratories, performing art centers, proprietary business, trade and technical schools, historical societies, public libraries, museums, correspondence study, industrial, commercial, government, and military programs. Large grants from the Carnegie Corporation and the Ford Foundation provided initial support for the program. Degrees granted at present are the Associate in Arts Degree, the Bachelor of Science in Business Administration, and a degree in Nursing Sciences. The Regents offer no formal instruction but do provide the examining function and certification of the degree. Credit for degrees can also be based on study at accredited colleges or courses taken in extension and correspondence work. In addition, courses taken in governmental, industrial, or military programs often are considered for credit.

The extensive College Proficiency Examination Program will be used for validation of self-study or other courses where the credit involved is questionable or not clearly recognized. Other national examination programs such as the College Level Examination Program also will be recognized as will credits earned through the United States Armed Forces Institute (USAFI). A total of 48 credits in the Humanities, Social Science-History, and Natural Science-Mathematics plus 12 credits of free electives is required for the Associate in Arts degree. The Bachelor of Science degree in Business Administration is somewhat more flexible. Its two major components are General Education and Business. The General Education component can be satisfied in six different ways ranging from a 60 credit hour Associate in Arts degree to satisfactory scores on proficiency examinations or special assessment of college-level knowledge gained in non-traditional ways. This includes evaluation and credit for life-experience. In the Business component achievement must be demonstrated in five academic areas—accounting, finance, management of resources, marketing, and operations management. Achievement must be demonstrated at a second level of competence in two of these areas and at a third level in one of these two areas. In addition, competence is required in a sixth area, namely, business environment and strategy. These requirements can be met by examination, although some may be waived on the basis of transfer credits completed within 10 years and with a grade of C or better.

Although the model and information described in this chapter reflect the program in New York, the concept is rapidly spreading to other States. In order to determine the status of a similar program in your State, inquiry should be made to the Director, External Degree Program, in care of your State Department of Education located in the State capital. Further details on the New York program may be obtained from the Director of the External Degree Program, University of the State of New York, Albany, New York 12230.

THE COLLEGE LEVEL EXAMINATION PROGRAM

As reflected earlier, many persons from all walks of life have indicated interest in continuing their education. Some have already received their high school diploma through graduation by direct attendance or through a high-school equivalency program (GED) while others have earned college credits. Yet there are other individuals who have advanced still farther in their educational achievement and are eagerly pursuing college degrees. These persons with learning and experience may not wish to continue courses in areas in which they can demonstrate compe-

tence and, for them, the College Level Examination Program (CLEP) is ideal.

CLEP, the nation-wide system of credit by examination rather than through class attendance, is designed for special purposes some of which are: to meet the needs of persons who seek to continue their education, to help individuals qualify for better positions with greater responsibilities, and to permit renewal of certification or licensing for certain categories of workers, individuals or groups. Based on the belief that persons can acquire learning at the college level in nontraditional ways, that is, without formal class instruction, CLEP encourages colleges and other institutions to recognize this through the examination process.

Types and Descriptions of Examinations. There are three types of College Level Examinations—General, Subject, and "Brief" Exams. The General Examination consists of a battery of five tests designed to measure undergraduate achievement in five basic areas: English, Humanities, Mathematics, Natural Sciences and Social Sciences. These exams do not attempt to measure advanced training such as that pertinent to a specialty but they do assess knowledge of facts, concepts, ability to see relationships as well as knowledge to test basic understandings. The General Examinations are composed of five separate, multiple-choice tests which may be taken separately or in combination.

The Subject Examinations are just that—designed to measure individual achievement in a subject or course area. They are not final examinations or end-of-course tests, since they are designed to assess overall mastery of the subject and to compare the understanding of ideas, skills, etc. with those normally expected of students who successfully complete the course. Subject examinations are now available in many areas. Some of the more popular ones are:

American Government
American History
American Literature
Analysis and Interpretation of Literature
Biology
Chemistry
College Algebra
Trigonometry
Computers
Data Processing
Educational Psychology
Elementary Computer
English Composition
English Literature
General Chemistry
General Psychology
Geology
Hematology
History of American Education
Human Growth and Development
Human Relations
Immunohematology
Introduction to Business Management
Introductory Accounting
Introductory Business Law
Introductory Calculus
Introductory Economics
Introductory Marketing
Introductory Sociology
Microbiology
Money and Banking
Statistics
Tests and Measurements
Trigonometry
Western Civilization

The "Brief" Tests are simply shorter versions of the Subject Examination intended to measure group achievement. They are available only to colleges and universities for use with their own students.

How the CLEP Examinations are Administered. These examinations, conducted at some 65 test centers located in metropolitan areas throughout the nation, may be taken by anyone who desires to take them. Examinations are administered during the third week of each month. Usually a small fee is charged for each of the Subject Examinations and another fee for the General Examination. Some of these also may be administered to students by their own college or university. Further details may be obtained from any of the following: the College Entrance Examining Board,

Box 592, Princeton, New Jersey 08540; CLEP Administrative Offices in major cities across the country; for members of the Armed Forces, from the Base Education Officer or USAFI in Madison, Wisconsin, or for college students, from your college testing center. High School students may obtain information from their school principal or by writing to CLEP in Princeton, New Jersey, using the address above.

Suggestions for the use of CLEP. Each college or university determines its own policy on admissions and placement. However, in order to strive towards uniformity and fairness, and to assist the schools as well as accrediting bodies, most of these educational institutions adhere to the suggestions of the Commission on Accreditation of the American Council on Education which are as follows:

Suggestions for General Examinations

1. That the examinee achieve a score at or above the twenty-fifty percentile on on each test. This measure of achievement is based upon data collected in the National Study. However, institutions are urged to administer the tests to their own students and to establish a minimum score consistent with the standards of the institution.
2. That six semester hours of credit be granted for each test or the amount of credit the institution normally grants in areas covered by the tests.
3. That the total amount of credit granted for all five tests not exceed thirty semester hours or the equivalent of one academic year. However, the Commission suggests that credit might be assigned at either the freshman or sophomore level according to institutional policy in providing instructional programs in the area of the test.

Suggestions for Subject Examinations

1. That the examinee achieve a score at or above the twenty-fifth percentile of those students in the normative group who achieved a final course grade of C or better in their college class. Institutions are urged to administer the tests to their own students and to establish a minimum score consistent with the standards of the institution.
2. That the credit hours granted for each examination be the same amount normally assigned for the completion of a similar course given at the educational institution.

Neither the College Level Examination Program nor its sponsor, the College Board, can award credit. Such recognition (credit) can be granted only by the college or university. The enormous growth by participating institutions—those two-year and four-year colleges and universities which are using CLEP scores as a basis for awarding credit—from 30 in 1966 to more than 1,000 in 1974 attests to the acceptance of the CLEP program by these educational institutions of higher learning. It is a program with many advantages to all concerned, especially the student. Why "sit through" a course in which you have competence (and can prove it through examination) when that time and effort can be applied in a more constructive manner.

This program may also enable the individual to graduate earlier than normal. So, students should think about this approach and make use of CLEP Examinations wherever possible.

DEGREE CREDIT THROUGH CORRESPONDENCE COURSES

Accredited colleges and universities which offer extension and correspondence courses towards degrees are located throughout the country. These institutions, as members of the National University Extension Association, are interested in sound educational practices and programs. It should be remembered that they do not grant degrees solely on the basis of credits earned through extension or correspondence work. However, credits towards degrees, sometimes up to 30 in number, are given for this type of study. *Before* officially enrolling for any of these credit correspondence courses, the student is advised to consult with the appropriate official(s) at the educational institution which will grant the degree. By so doing the student can review all relevant details, including the maximum number of courses or credits applicable to degree requirements.

Since there are hundreds of these courses, and more offerings are developing daily, not all can be listed here. Complete and latest course offerings may be obtained from the Directors and Universities listed below.

Colleges and Universities	*Courses*
ALABAMA	
Director, Correspondence School Box 2987 University of Alabama University, Alabama 35486	Health education, child care, mental hygiene, genetics, health science, finance and health personnel.
Director, Correspondence Study Auburn University School of Education Auburn, Alabama 36830	Medical terminology, community health, math, government and personal hygiene.
ALASKA	
Head, Dept. of Correspondence Study Univerity of Alaska Fairbanks, Alaska 99701	Social problems, anthropology, algebra, mathematics, principles of sociology, introduction to political science and community organization.
ARIZONA	
Director, Correspondence Instruction University of Arizona Tucson, Arizona 85721	Health education, hygiene, human development, first aid and community health.
ARKANSAS	
Dean of Correspondence Instruction University of Arkansas Fayetteville, Arkansas 72701	Health education, hygiene, government, psychology, bacteriology, science, ecology, gynetics, parasitology, and physiology.
CALIFORNIA	
Director of Correspondence University of California Berkeley, Cal. 94720	Human development, engineering soils, anthropology, business administration, human relations, adult education, community organization. Also courses in the social and health sciences.
COLORADO	
Director, Correspondence Study and Independent Study University of Colorado Boulder, Colorado 80302	Hygiene, finance, personnel development, health education, community organization and community health.

Colleges and Universities	*Courses*
FLORIDA	
Director Dept. of Correspondence Study University of Florida 706 Seagle Building Gainesville, Florida 32601	Psychology, accounting, child care, soils content and analysis, personnel administration, community relations, and human development.
GEORGIA	
Independent Study Program Center for Continuing Education University of Georgia Athens, Georgia 30601	Introductory Entomology, business administration, community relations, health education, hygiene and public health.
IDAHHO	
Administrator for Correspondence Study Adult Education Building University of Idaho Moscow, Idaho 83843	Public health, resource utilization, human development, child care, bacteriology, personnel administration and psychology.
ILLINOIS	
Head, Correspondence Courses 104 Illini Hall University of Illinois Champaign, Illinois 61820	Health education, personnel administration, general business, health, personal hygiene, community organization and public health.
Director, Home Study Division Loyola University 820 North Michigan Avenue Chicago, Illinois 60611	Business mathematics, community development, government, social science, and physiology and anatomy.
Director of the Correspondence Study Division Roosevelt University 430 South Michigan Avenue Chicago, Illinois 60605	Sociology, human behavior, contemporary social problems, physical sciences, environmental survey and basic social sciences.
INDIANA	
Director, Correspondence Study Owen Hall Indiana University Bloomington, Indiana 47401	Hospital accounting, sociology, health education, health and hygiene, community health, and pharmacology for nurses.
Assistant Director, Correspondence Study Division of Extended Services Indiana State University Terre Haute, Indiana 47809	Community health, introduction to government, first aid, personal hygiene, algebra, resource management, human development.
IOWA	
Director, Instructional Services East Hall University of Iowa Iowa City, Iowa 52240	Personnel management, algebra, anatomy and physiology, community organization, basic sociology, community health, child care and personal hygiene.
Director of Field Services University of Northern Iowa Cedar Falls, Iowa 50613	Sociology of the family, the individual in society, social problems, psychology, contemporary social problems, community development and organizations.

Colleges and Universities	*Courses*
KANSAS	
Director, Independent Study University of Kansas Lawrence, Kansas 66044	Community health, basic sciences, personnel, management, community relations, personal hygiene, human behavior and management of organizations.
KENTUCKY	
Director, Correspondence Study University of Kentucky Lexington, Kentucky 40506	Communicable disease, psychology, hygiene, science, government, and genetics.
LOUISIANA	
Head, Correspondence Study 177 Pleasant Hall Louisiana State University Baton Rouge, Louisiana 70803	Health education, government, budget and finance, community health and hygiene, dietetics for nurses, and human relations.
MASSACHUSETTS	
Supervisor of Correspondence Massachusetts Department of Education 182 Tremont Street Boston, Massachusetts 02111	Health education, government, budget and finance, community health and hygiene, dietetics for nurses, and human relations.
MICHIGAN	
Supervisor of Correspondence Study University of Michigan 412 Maynard Street Ann Arbor, Michigan 48104	Human development, business administration, education, and English composition.
Dean Off-Campus Education Central Michigan University Mount Pleasant, Michigan 48858	Health education, government, and hygiene.
Director of Field Services Eastern Michigan University Ypsilanti, Michigan 48197	Sociology, hygiene, heredity, genetics, and health education.
Director, Field Services Western Michigan University Kalamazoo, Michigan 49001	Community organization, health education, hygiene, human development, government, and psychology.
MINNESOTA	
Director of Independent Study 45 Westbrook Hall University of Minnesota Minneapolis, Minnesota 55455	Anthropology, hand crafts, business administration, government, personnel, community relations, health education, hygiene, infant and child care, and community health.
MISSISSIPPI	
Director, Correspondence Instruction University of Mississippi University, Mississippi 38677	Family health, child care, education, community health, social problems, hygiene, and health education.
Dean Division of Continuing Education University of Southern Mississippi Southern Station, Box 56 Hattiesburg, Mississippi 39401	Business administration, human growth and development, health and hygiene, child care, sociology, and the family.

Colleges and Universities	*Courses*
Coordinator of Correspondence Study Mississippi State University Box 5247 State College, Mississippi 39762	Business administration, human growth, personal hygiene and development, microbiology, and public health.
MISSOURI	
Coordinator, Correspondence Study Department University of Missouri Columbia, Missouri 65201	Insect control, soils, health education, community organization and health, hygiene, community, and society.
NEBRASKA	
Director of Independent Study University Extension Division University of Nebraska Lincoln, Nebraska 68508	Heredity, first aid, personal health and hygiene, human growth and development, child care, and introduction to sociology.
NEVADA	
Director, Correspondence University of Nevada Reno, Nevada 89507	Personnel, botany, entomology, child care, physiology, government, human growth, and political science.
NEW MEXICO	
Director, Division of Continuing Education University of New Mexico Albuquerque, New Mexico 87106	Fundamentals of first aid, introduction to sociology, political science, community health and hygiene.
NEW YORK	
Dean College of General Studies State University of New York 1400 Washington Avenue Albany, New York 12203	References to other state colleges and universities for health, science, sociology, management, organization, and political science.
NORTH CAROLINA	
Head, Correspondence Instruction University Extension Division University of North Carolina Chapel Hill, North Carolina 27514	Business administration, anthropology, geometry, psychology, and sociology.
Bureau of Correspondence Instruction North Carolina State University Box 5125 Raleigh, North Carolina 27607	Personnel, business, administration, management organization, and general science.
NORTH DAKOTA	
Director of General Extension University of North Dakota Grand Forks, North Dakota 58201	Health education, business, government and political science, health, and hygiene.
OHIO	
Director, Independent Study through Correspondence Ohio University Athens, Ohio 45701	Personal hygiene, budget, personnel, human development, anthropology, and community health.

Colleges and Universities	*Courses*
OKLAHOMA	
Director of Independent Study University of Oklahoma 1700 Asp Avenue Norman, Oklahoma 73069	Public health, business administration, community relations, human development, anthropology, child care, and family health.
Director of Correspondence Study Oklahoma State University Stillwater, Oklahoma 74074	Entomology, soils characteristics, health education, hygiene, child care, human growth and development.
OREGON	
Head, Office of Independent Study Oregon State System of Higher Education 1724 Moss Street Eugene, Oregon 97403	Communicable disease, anthropology, personnel, human development, personal hygiene, and community health.
PENNSYLVANIA	
Director of Continuing Education Pennsylvania State University 3 Shields Building University Park, Pennsylvania 16802	Health education, child care, government, hygiene, and psychology.
SOUTH CAROLINA	
Correspondence Study College of General Studies University of South Carolina Columbia, South Carolina 29208	Public health, personal hygiene, business administration, physiology, and government.
SOUTH DAKOTA	
Head, Correspondence Study The University of South Dakota Vermillion, South Dakota 57069	Community health, hygiene, health education, government, political science, and psychology.
TENNESSEE	
Director of University Correspondence The University of Tennessee Knoxville, Tennessee 37916	Budget and finance, accounting, land utilization, personnel, and physiology.
TEXAS	
Director for Correspondence Study The University of Texas Austin, Texas 78712	Anthropology, hygiene, community health, business administration, personnel, psychology, community relations, and health education.
Director of Correspondence Southern Methodist University Dallas, Texas 75222	Psychology, business administration, personnel, sociology, and personal hygiene.
Director of Continuing Education Texas Tech College Lubbock, Texas 79409	Budget and finance, business administration, political science, sociology, and psychology.
UTAH	
Director, Home Study University of Utah P. O. Box 200 Salt Lake City, Utah 84110	Alcohol education, community relations, health education and hygiene, human growth and development, political science, physiology, leadership, crafts, personnel, and anthropology.

Colleges and Universities	*Courses*
Coordinator of Independent Study Utah State University Logan, Utah 84321	Agronomy, business administration, community relations, health education, hygiene, first aid, public health, psychology, and bacteriology.
Chairman, Home Study Division Brigham Young University Provo, Utah 84601	Community health, child care, growth and development, physiology, bacteriology, and health education.
VIRGINIA	
Supervisor of Independent Study School of General Studies University of Virginia P. O. Box 3697 Charlottesville, Virginia 22903	Personnel administration, health education, psychology, political science, general studies, and physiology.
WASHINGTON	
Director of Independent Study Lewis Hall DW30 University of Washington Seattle, Washington 98195	Anthropology, psychology, business administration, health education, and hygiene.
Director General Extension Service Washington State University Pullman, Washington 99163	Entomology, soils, government and political science, psychology.
Director, Extension Services Central Washington State College Ellensburg, Washington 98926	Physiology, political science, and general studies.
Director, Extension Services Western Washington State College Bellingham, Washington 98225	Human growth and development, government, psychology, and social sciences.
WISCONSIN	
Director of Independent Study 227 Extension Building University of Wisconsin Madison, Wisconsin 53706	Adult education, psychology, health education, human development, first aid and emergency care, personal hygiene.
WYOMING	
Coordinator, Correspondence Study P. O. Box 3294 University of Wyoming Laramie, Wyoming 82070	Entomology, insect control, psychology, soils, land utilization, business administration, health education and hygiene, child care, and community health.

OTHER HOME STUDY AND CORRESPONDENCE COURSES

This section contains a limited number of correspondence courses available from several sources, both public and private. Although most of the topics and subjects listed herein pertain directly to health and related areas, there are also many courses from other fields—supervision, communications, mathematics, leadership, office management, secretarial skills, building trades, equipment and maintenance, federal personnel procedures, business administration, electronics, typing and shorthand, to mention a few—which are of interest to many. It is simply impossible to include all of them in a compilation of this nature. A complete listing of offerings is available in appropriate catalogs and manuals. References also contain additional information, descriptions, and source data.

Source:	AMERICAN MEDICAL RECORDS ASSOCIATION JOHN HANCOCK CENTER, SUITE 1850 875 NORTH MICHIGAN AVENUE CHICAGO, ILLINOIS 60610
Course Title:	Medical Records Personnel Course
Course Description:	This accredited course for Medical Record Librarians covers medical terminology, records arithmetic, values and standards, record content and form, analysis of records, numbering and filing, indices and registers, classification of diseases, medical-legal aspects, release of information, statistics, human relations, and organization and management of a medical records department.
Related Information:	Applicants should have completed high school and be currently engaged in hospital records work, with a minimum of one year of satisfactory employment. The expectation of continued employment, the need for the training and other usual requirements should be considered. Cost of this course is $575.

Source: INTERNATIONAL CORRESPONDENCE SCHOOLS (ICS)
SCRANTON, PENNSYLVANIA 18503

Course Title: Modern Supervision

Course Description: This course is intended for supervisors and potential supervisors to develop understanding of supervisory skills. Content includes supervisory functions and responsibilities, planning, defining objectives, evaluation, organization, work flow and control, human relations, motivational factors, decision making, communications, training, safety, housekeeping, equipment maintenance and cost control.

Course Title: Sanitary Engineering Technology

Course Description: Intended primarily for those who wish to prepare themselves for sanitary engineering. Persons interested in a rigorous course of this nature might be motivated toward public health aspects as well as the construction and design of complex water supply and sewerage systems. Subjects include geometry, surveying, mapping, systems design, construction and maintenance of plants, treatment procedures, sanitary bacteriology and chemistry, hydraulics and mechanisms, construction aspects and equipment.

Course Title: Practical English

Course Description: Practical English is a specially prepared course of instruction in basic English specifically designed for English-speaking persons who have not completed the eighth grade or for those persons who desire a concise, yet comprehensive, English refresher. A dictionary for reference; innumerable graphic illustrations in color stressing points of correct English; immediate application of learning with individually-placed practice exercises; and developed retention through self tests, make this series an effective one for learning everyday English.

Course Title: Carpenter—Builder

Course Description: This course is intended for those already engaged in building and construction who wish to improve their skills and learn more about carpentry and contracting. As such they would supervise, coordinate construction activities, read prints, lay out floor plans and inspect finished work. Study areas include construction, safety, building tools and equipment, plastering and estimating.

Course Title: Review of Mechanical Systems

Course Description: Designed mainly as a review for designers, graduates

Source: INTERNATIONAL CORRESPONDENCE SCHOOLS (ICS)—*Continued*
SCRANTON, PENNSYLVANIA 18503

and draftsmen who have a background in mathematics and architecture, this material is for those who desire to refresh their knowledge of the mechanical equipment and systems used in buildings. Subject matter includes plumbing specifications, heating equipment and principles, mechanical systems, electrical wiring, hot water heating and air conditioning. Mathematical background is substantiated with enrollment.

Other Courses: Instruction offered by ICS covers a variety of subjects—chemistry, management, carpentry, pipe fitting, urban planning, psychology, sound systems, plumbing and heating, data processing, business procedures and skills, steelwork and bracing, and sanitary bacteriology.

Related Information: Each *course unit* is approximately $12.50. Texts and materials may be additional.

Source: NATIONAL COMMUNICABLE DISEASE CENTER
ATLANTA, GEORGIA 30303
Attention: Home Study Course Division

Course Title: Community Hygiene

Course Description: Designed to give the public health worker a general knowledge of the application of the various principles of sanitary science as they relate to the prevention and control of communicable disease in the community, this course provides baseline information. The student progresses through lessons which cover procedures for the control of diseases spread through pollution of water, milk, food, and swimming pools; health hazards from sewage, faulty plumbing, refuse, and vectors; hygiene in institutions and industry; and other selected subjects which relate to man's health in his home and community.

Course Title: Communicable Disease Control for the Sanitarian

Course Description: The subjects included in this course are: morphology and reproduction of microbes; influence of the environment; quantitative and qualitative considerations regarding bacteria under varying circumstances; the mechanism whereby pathogens cause disease; body defenses; arthropod-borne diseases; and etiology and control of parasitic infections, of diseases of animal origin, and of food-, milk-, and water-borne disease. The student progresses through a program of study which stresses modern control concepts of those communicable diseases which depend for their spread upon favorable environmental conditions.

Course Title: Environmental Sanitation

Course Description: This course presents an overview and an understanding of the fundamentals of sanitary science to the sanitarian with limited experience. Beginning with a study of communicable diseases and the use of vital statistics, the student progresses through lessons which cover procedures for the control of disease spread through pollution of water, milk, food, and swimming pools; health hazards from sewage, plumbing, refuse, and vectors; hygiene in institutions and industry; and other selected subjects which relate to man's health in his environment.

Course Title: Insect and Rodent Vector Control

Course Description: Comprehensive coverage of the vector control field is obtained in this course through NCDC training material, which is furnished to students at no cost. The subjects covered are: arthropods of public health impor-

Source:	NATIONAL COMMUNICABLE DISEASE CENTER—*Continued* ATLANTA, GEORGIA 30303 Attention: Home Study Course Division
	tance; household and stored-food insects; insecticides; insecticidal equipment; sanitation in vector control; and biology and control of flies, mosquitoes, fleas, lice, ticks and mites, and domestic rodents.
Course Title:	Water-Borne Disease Control
Course Description:	Subjects in this course on water-borne disease control are: water-borne diseases; water sources; impurities; standards; elementary chemistry and biology; basic mathematics, hydraulics, and hydrostatics; treatment; cross connections; sampling; and bacteriological tests commonly used in water sanitation. Protection and development of private water supplies is also covered. Modern concepts of treatment and protection are emphasized throughout. While designed specifically for the sanitarian, other public health workers may also find this course of value.
Course Title:	Basic Mathematics for the Sanitarian
Course Description:	Instruction and practice in the following arithmetic and geometric ideas are provided: whole numbers, fractions, decimal fractions, percentages; ratio and proportion (including "parts per million"); factors, roots, and powers of numbers; areas of triangles, quadrilaterals (squares, rectangles, parallelograms, and trapezoids), and circles; surfaces and volumes of cylinders, cones, pyramids, prisms, cubes, and other parallelepipeds.
Related Information:	There is no charge for these courses from the Communicable Disease Center. However, a textbook is sometimes required. Since course offerings vary from time to time, it is important that interested persons check the latest catalog.

Source: NATIONAL NAVAL MEDICAL CENTER
9000 ROCKVILLE PIKE
BETHESDA, MARYLAND 20014
Attention: Home Study and Correspondence Courses

Course Title: Pharmacy and Toxicology

Course Description: Presents the fundamentals of pharmaceutical procedures with arithmetic of prescriptions and preparations; covers controls of poisons and narcotic drugs. Review of Toxicology encompasses the classification of poisons, their chemical and physiological effects on the body, and the treatment of poisoning and antidotes for toxic effects.

Course Title: Low Temperature Sanitation and Cold Weather Medicine

Course Description: General principles of construction of sanitation installations in low temperatures, and cold climate complications of water supply, sewage and garbage disposal, and utility construction costs. Medical sections on cold injury, carbon monoxide poisoning, snow blindness, insect control, parasitic worms, psychological problems, and dentistry are included.

Course Title: Insect and Rodent Control

Course Description: Insects and rodents—their living habits, the manner in which they spread disease, and the diseases with which they are associated. Instructions for proper methods utilized in preventing and correcting infestation. Poisons used to control various kinds of pests, and the dangers involved in their use.

Course Title Legal Medicine

Course Description: Hospital organization, liability, care of the patient, confidential communication, and contractual relationships. Legislative and court decisions are cited. "Immunities and Liabilities of Government Hospitals" supplies the general information with the rest of the text material.

Course Title: Tropical Medicine in the Field

Course Description: Provides a concise guide in tropical medicine for the physician who may be called upon to practice in the tropics, and for the physician in temperate zones who may encounter tropical diseases of personnel returning to the United States after duty in the tropics.

Course Title: Serology

Course Description: Deals with technique of venipuncture, shipment of specimens, handling of glassware, and general techniques as

Source: NATIONAL NAVAL MEDICAL CENTER
9000 ROCKVILLE PIKE
BETHESDA, MARYLAND 20014
Attention: Home Study and Correspondence Courses

well as specific instructions for VDRL, Kolmer Complement, Mazzini, Microflocculation, Treponema Pallidum immobilization, and other tests.

Course Title: Radioisotopes in Medicine

Course Description: Use of radioactive substances in medicine, and artificially produced radioisotopes that are available for audiomedical research. Isotopology should be of special interest.

Course Title: Bacteriology and Mycology

Course Description: Deals with the collection of bacteriological specimens; identification, classification, and characteristics of bacteria and fungi. Water and milk bacteriology, laboratory, organization, serological testing and antibiotic sensitivity testing are also thoroughly covered.

Course Title: Hospital Personnel Administration

Course Description: Although based on a text which emphasizes the overall aspects of personnel administration in a civil medical facility, this course is designed to provide a practical viewpoint for dealing with employees in the hospital environment. Recommended for Medical Department Personnel interested in gaining a background for supervision of and resolving problems for employees of the military establishment.

Course Title: Hematology

Course Description: Presents elements, origins, and functions of blood; collection methods; clinical hemoglobinometry; red, white and differential cell count, nomenclature, leukocytic, and erythrocytic series; blood coagulation time; thrombocyte count; clot retraction; and other hematologic tests.

Course Title: Hospital Food Service Management

Course Description: Emphasizes such problems as planning, staffing, staff training, food cost accounting, and current professional and managerial methods. More efficient and effective techniques of management, production, service and supervision are discussed.

Course Title: Fundamentals of X-Ray Physics and Technique

Course Description: Covers the fundamentals of radiology including elec-

Source:	NATIONAL NAVAL MEDICAL CENTER *—Continued* 9000 ROCKVILLE PIKE BETHESDA, MARYLAND 20014 Attention: Home Study and Correspondence Courses
	tricity, anatomy, radiographic technique, darkroom procedures, photofluorography, X-ray therapy, photodosimetry, and the maintenance of records.
Course Title:	Biochemistry
Course Description:	Presents laboratory organization, colorimetric and photometric techniques, gasometric analysis, collection and preservation of specimens. Over 75 biochemical procedures are covered. In addition, there are 20 illustrations of laboratory instruments and an extensive bibliography.
Other Courses:	Other courses are available including those in physical medicine, urinalysis, peridontics, aviation medicine, gastrointestinal content and endocrinology.
Related Information:	There is usually no charge for these courses for members of the Navy. Employees of the Public Health Service, members of the Uniform Services and others advancing in a particular specialty also may be enrolled if the course is not oversubscribed. Inquiries should be addressed in care of: Director, Home Study and Correspondence Education.

Source: ARMY MEDICAL FIELD SERVICE SCHOOL
FORT SAM HOUSTON, TEXAS 78234
Attention: Correspondence Course Section

Course Title: Preventive Medicine Topics

Course Description: Discusses preventive medicine topics to include injuries, accidents, military community health, and the occupational health program; environmental sanitation and medical support of special installations; medical hazards in special weapons systems; sewage treatment and disposal.

Course Title: Emergency Medical Care

Course Description: Discusses principles and techniques of medical care which paramedical personnel may be required to perform under emergency conditions. The student, after practical experience and under the supervision of a physician, will be able to perform certain ordinary and emergency medical procedures ordinarily restricted to performance by physicians and surgeons in order to reduce suffering and save lives when use of paramedical personnel is required.

Course Title: Office Management

Course Description: Principles and functions of management as related to office administration. Organizational structure and organization charts, services and communications, office supplies and equipment, job structure and job descriptions, performance analysis and performance standards. Compilation and use of statistics. The work simplification program. Human relations and morale factors. Conference techniques. The Reports Control System.

Course Title: Medical Facilities Planning

Course Description: This course deals with planning, programing, and constructing medical treatment facilities. Site selection, conversion of existing buildings to hospital use, and related factors are covered.

Course Title: Problem Solving and Communication

Course Description: Presents basic principles of effective oral and written communication and techniques of problem solving. The student will be able to effectively present his views by both the written and oral media. He will be able to prepare staff studies and conduct problem-solving situations, such as conferences and brainstorming and creative thinking sessions.

Course Title: Oral Pathology, Microbiology and Sterilization

Source: ARMY MEDICAL FIELD SERVICE SCHOOL
—Continued
FORT SAM HOUSTON, TEXAS 78234
Attention: Correspondence Course Section

Course Description: This instruction deals with definitions and classifications of selected nomenclature used in oral bacteriology and pathology; fundamentals of oral bacteriology and pathology; cause and effect of oral infections; sterilization and disinfection of materials and instruments used in dentistry.

Course Title: General Duties of the Dental Specialist

Course Description: Attributes of a good dental specialist, dental specialist-patient relationship; assisting the dental officer; clinical routine; and administrative procedures. The role of the dental specialist in preventive dentistry, to include a discussion of calculus and stain, oral prophylaxis, patient education, nutrition and diet, self-care measures, and fluorides. The dental instrument cabinet, with its instruments and materials, also is reviewed.

Course Title: Effective Writing

Course Description: Presents principles, techniques and practical application of staff writing, introduction to a professional reading program. Discusses the importance of staff writing, including logical organization of material, choosing and arranging main points, factual and mechanical accuracy, research, use of outlines and notes, determination and development of format, development of a professional reading program including reading of selected military publications.

Course Title: Fundamentals of Anatomy and Physiology

Course Description: This information provides a foundation for a basic medical vocabulary; components parts of the body; basic knowledge of the skeletal system. Also discussed are structure and function of joints and muscles; the circulatory system; composition and components of blood and the lymphatic system; structure and contribution of the respiratory, digestive and urogenital systems; sensory system and special senses; skin and endocrine system; nervous system.

Course Title: Fundamentals of Hospital Administration and Health Economics

Course Description: Presented is an outline of the historical role of hospital in military and community life. Survey of literature in medical care and hospitalization field and discussion of classifications of hospitals. Organization of civilian hos-

Source:	ARMY MEDICAL FIELD SERVICE SCHOOL *—Continued* FORT SAM HOUSTON, TEXAS 78234 Attention: Correspondence Course Section
	pitals. Review of size, value, number of employees, and impact of hospitals on community. Financing hospital care and cost of hospital operations. Relationship between Federal medical care systems and state, county, and community hospitals. Review of hospital accreditation and its effect on military hospitals.
Course Title:	Military Medicine and Surgery
Course Description:	Covers basic anatomy and physiology of the various systems of the body and causes of disease. Included is evaluation of symptoms with reference to body sites. Emphasis throughout is on medical terminology.
Other Courses:	Many other courses are available from this source. Subjects include medical care, dental service, records management, medical support systems, supply and service, hospital nursing, nursing administration, veterinary medicine, medical facilities, human relations, dental radiation, administration, computer concepts and psychiatry, among others.
Related Information:	There is usually no charge for these courses especially for military medical personnel or reservists. Personnel working in this area and persons in the uniformed services as well as others advancing in the field also may be considered for this training.

Source: U.S. DEPARTMENT OF AGRICULTURE
WASHINGTON, D.C. 20015
Attention: Correspondence Course Section

Course Title: Federal Personnel Procedures

Course Description: This involves the study and application of the legal, regulatory, and procedural aspects of personnel work in the Federal Government. Assignments are based on laws, regulations, and other documents used in Federal personnel work. The textbook contains basic study material excerpted from the Federal Personnel Manual System. All essential references are included in the course materials. Lessons cover the following topics: Description and function of personnel work; administrative processes; basic personnel laws; Executive orders, rules, and regulations; recruiting, examining, and selection; filling positions; separations and penalty actions; retirements; reduction in force; basic personnel records; general pay provisions, performance ratings, and employee-management cooperation; incentives, training, and grievance procedures; various fringe benefits.

Course Title: Refresher English

Course Description: Reading assignments and exercises to be submitted to the instructor, covering grammar, sentence structure, and punctuation. Final lessons include practice in applying principles to simple written communications. The course includes understanding the sentence unit, using verbs correctly, choosing the right modifiers, learning to use commas, and other basic grammatical concepts. It also deals with more advanced types of sentence construction and more sophisticated forms of expression. Included are lessons on compound sentences, dangling modifiers, parallelism, pronoun reference, and other grammatical concepts.

Course Title: Modern Supervisory Practice

Course Despcription: An introductory course for actual or potential supervisors with little or no formal preparation for this kind of position, this concerns the study and application of the basic principles of supervision. The first lesson deals with the orientation of the student to the course and what is expected of him. The written assignment includes a study plan for the course. Other lessons cover subjects of major importance to supervisors, including communications, motivation, supervisory principles and techniques, training, participation, work improvement, planning, organizing, and scheduling. The final lesson provides opportunities for the student to review and evaluate the course as a whole.

Source:	U.S. DEPARTMENT OF AGRICULTURE WASHINGTON, D.C. 20015 —*Continued* Attention: Correspondence Course Section
Course Title:	Introduction to Office Layout
Course Description:	This involves the principles and practices of office space management for administrative or supervisory personnel. Essentials of office layout for effective space management. Lessons cover background information, application of knowledge and understanding to the solution of realistic space problems, and finally a space management project selected by the student. A variety of exercises are designed to develop student confidence and skills.
Course Title:	Sample Survey Methods
Course Description:	Fundamentals of sample survey design and estimation, with emphasis on practical problems encountered in probability sampling. The course covers basic principles and procedures of probability sampling with special application to farm enterprise, economic, and related socio-economic survey problems in data collection and estimation. Procedures for designing an efficient sample survey to control sampling errors and survey costs by use of simple random, proportionate and disproportionate stratified, cluster area, and multi-stage sampling techniques. Estimation of population characteristics for various survey designs. Particular attention is given to the adoption of modern sampling methods to survey design for various kinds of populations in the United States.
Courses Available:	A wide variety of other courses on several levels are offered. Some of these are especially designed for field employees. Included are hydrology, health statistics, algebra, electronics, technical writing, data processing, research reporting, and others. The catalog, which contains complete course information, should be reviewed prior to course enrollment.
Related Information:	There is a charge for these courses. Costs and fees vary. Specifics may be obtained by writing to the Director of Correspondence Education in care of the U.S. Department of Agriculture, Washington, D.C. 20015.

PROGRAMMED INSTRUCTION IN HEALTH AREAS

Programmed instruction, often referred to by such terms as auto-teaching, programmed learning and organized self-instruction, is an effective educational process. Much depends upon the quality of the particular program and the attitude of the learner.

By definition, programmed instruction is the process of arranging materials or

information to be learned in a series of sequential steps designed to lead the student to more complex knowledge, skills, and principles. The student responds at each step, the correct response enabling him to immediately proceed to the next. Equipment and material may range from expensive electronic machines to a well-programmed textbook which, incidentally, may be just as useful. Success usually depends on how the material is structured and presented as well as the motivation and persistence of the learner.

This method has much to offer. Also, various materials and programs are readily accessible. Previews and prior explanations may be quite helpful.

This section on programmed instruction is divided into four parts which cover materials used by the Air Force, courses offered by the Navy, instructive units available from the National Communicable Disease Center and instructional materials available from private companies.

A. Programmed Instruction: United States Air Force

Below are listed some of the programmed materials and instruction used by the Air Force. These are carried in the recent Air Force Programmed Learning Report. Pertinent literature may be obtained by writing to the particular training center at the Air Force Base which developed the material (listed after each course description). Course materials, textbooks, workbooks, etc. are available from the Superintendent of Documents at the Government Printing Office in Washington, D.C. 20402.

Course Title:	Instructor Supervision
Course Description:	This may be used as a supplement to training fundamentals or general supervision which emphasizes instructional aspects. Emphasis is on supervision and the training situation as related to instructional staff, processes and objectives. Techniques and procedures are included; may also serve as a component of instructor training (Randolph Air Force Base, Texas).
Course Title:	Comfort and Personal Hygiene of Patients
Course Description:	Records, film strips, programmed texts, etc. are used to teach bathing, bedmaking, oral hygiene, posture and body alignment, waste disposal, measuring and recording of fluid intake and output. Primary aspects of patient comfort are included (Sheppard Air Force Base, Texas).
Course Title:	Identification of Mature White Blood Cells
Course Description:	This is used to supplement knowledge re morphological and staining features useful in identifying the various white blood cells. The program entails the use of 35 mm slides and a hand viewer. It is reputed to be of particular value in this difficult area of instruction (Sheppard Air Force Base, Texas).
Course Title:	Introduction to Programmed Learning
Course Description:	Thoroughly field tested, this multi-media program-

ming combines audio tape, slides, other equipment, written material and seminar-type discussions. Emphasis is on the fundamental aspects of programmed learning—what it is, how it works, procedures involved, and the like (Randolph Air Force Base, Texas).

Course Title: Records Maintenance and Disposition

Course Description: This involves systems and related subsystems which have been used effectively to train Air Force records officers, clerks, technicians, and custodians. A combined programmed instructional package makes use of a "kit" to simulate maintenance of an operational file (Randolph Air Force Base, Texas).

Course Title: The Metric System

Course Description: Used in conjunction with medical laboratory training, this course acquaints the learner with basics about the metric system. Terminology, metric units of weight, volume, etc. are covered. Lessons on pipettes, percent solutions, and other related subjects are available (Sheppard Air Force Base, Texas).

Course Title: Improving Study Habits

Course Description: Provided in this instruction are helpful hints on how to study, ways to develop effective study habits, as well as various techniques and suggestions for retention of information and skills. This is a popular programmed course (Chanute Air Force Base, Illinois).

Course Title: Solid State Devices

Course Description: This is a 400 page "workbook" adapted from the Navy training manual on transistors. Fundamentals of solid state devices are presented in this course, which has had wide distribution and is also used for instructor training (Keesler Air Force Base, Mississippi).

Course Title: Spectrophotometry Theory

Course Description: The objective of this lesson is to teach the fundamentals and principles re the use of the spectrophotometer. A supplemental course on spectrophotometric formula and calculations used in measurement is also available (Sheppard Air Force Base, Texas).

Related Information: Programmed instruction from the Air Force covers many subjects including dental radiology, diet and nutrition, ABO Grouping and Rh typing, blood cell structure and count, smear preparation, hematology, morphology of bacteria, medical terminology, clinical coding, supervision, preparation of patients for aero-

medical evacuation, psychological aspects of illness, infrared, sepsis, psychiatry, and disease control.

B. Programmed Instruction: United States Navy

Information below is available from Naval personnel as well as the Superintendent of Documents in Washington, D.C. Although most of this programmed instruction material is oriented toward technical naval areas and subjects as in other branches of the service, much is of general interest and of great value to non-naval personnel.

Course Title:	Hypoxia
Course Description:	This instruction explains the various causes and important symptoms. Also included are related effects as well as diagnosis and preventive measures. The relationship between hypoxia and hyperventilation is also reviewed.
Course Title:	Respiration and Circulation
Course Description:	Materials presented describe the anatomy and physiology of the processes involved in respiration and circulation. Related problems are also discussed. This is a very short course using linear type of programming.
Course Title:	Systematic Electronics Troubleshooting
Course Description:	Covered in this course are the following topics: symptom analysis, equipment inspection, and signal tracing and signal substitution. Also treated are voltage and resistance measurements, tube and transistor testing, equipment performance tests, and problems on troubleshooting multi-unit electronic equipment, problems on troubleshooting electron tube superheterodyne receiver as well as problems on troubleshooting transistor superheterodyne receiver are included.
Course Title:	Introduction to Oxygen and Nitrogen
Course Description:	This instruction presents the grades, characteristics, use, and safety precautions pertaining to gaseous and liquid oxygen. It also gives the characteristics, use, and safety pertaining to gaseous and liquid nitrogen. Purposes of using these forms of oxygen and nitrogen also are discussed.
Course Title:	Programmed Instruction
Course Description:	This particular program attempts to inform the student about programmed instruction by having him actively participate in a self-study text. Upon completion of the program, the student should be able to state in his own

words the (1) five teaching principles employed in programmed instruction, (2) meaning of the technical terms associated with programmed instruction, (3) two basic types of programs and the characteristics of each, and (4) criterion level established for program acceptance.

Course Title: Introduction to Corrosion Control

Course Description: Analysed and treated in this material are the general classifications of corrosion, the causes of chemical and electrochemical corrosion, how to prevent corrosion, and other basic factors which affect corrosion. An explanation of the processes of electroplating, anodizing, and the chemical cell is given in order to develop a clearer understanding of electrochemical corrosion.

Related Information: Other instruction and learning materials cover many fields—science, electronics, mathematics, leadership, the learning process and how to study, oceanography, air conditioning, power plant systems, and others.

C. Programmed Instruction: National Communicable Disease Center

Instructive communications, the programmed self-instructional lessons and guides produced at NCDC, provide education and training in several subjects. Designed to present material in the most effective sequence for learning, they enable the student to set his own pace and spend extra time when and where his individual needs dictate. Multiple copies of the following self-instructional materials can be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C. The Center may furnish single copies in compliance with official requests. Courses and contents are listed below.

Course Title: Amebiasis: Laboratory Diagnosis
Life Cycle of Entamoeba Histolytica
PART I

Course Description: After completing this lesson the student will be able to: (1) indicate with labeled drawings the basic characteristics of an amoeba, (2) indicate with labeled drawings the life cycle of Entamoeba histolytica, and (3) state the pathogenic capabilities of Entamoeba histolytica. The course is directed toward laboratory-technician trainees with biology training at the college level, medical students, parasitology students, or anyone else who has a knowledge of basic biology, skill in basic microscopy, and the ability to read at the college level.

Course Title: Amebiasis: Laboratory Diagnosis
Identification of Intestinal Amebae
PART II

Course Description: The student, using a microscope and properly prepared

slides, should be able to: (1) recognize classic morphological characteristics of intestinal amebae and (2) differentiate and identify by state, genus, and species the classic examples of the seven intestinal amebae: Entamoeba histolytica, Entamoeba hartmanni, Entamoeba coli, Ea polecki, Endolimax nana, Iodamoeba butschlii, and Dientamoeba fragilis.

Course Title: Amebiasis: Laboratory Diagnosis
Laboratory Procedures
PART III

Course Description: After completing this lesson in an appropriate laboratory setting, the student should be able to: (1) prepare four basic slides used in the diagnosis of amebiasis: direct (initial) wet mount, concentrate wet mount, culture wet mount, and permanent stain slide; (2) label fecal specimens; (3) list which of the four procedures to include in a regimen for central diagnostic laboratories and for clinic and hospital laboratories; and (4) list the bases for rejecting improperly processed specimens for use in the laboratory examination.

Course Title: Food-Borne Disease Investigation: Analysis of Field Data

Course Description: This course prepares the student to: (1) specify the ways in which Salmonella and Staphylococcus organisms contaminate food and affect humans and the conditions favorable to their growth and spread; (2) construct an Attack Rate Table, using a Case Histories and Summary Table; (3) identify the infective food in a food-borne disease epidemic, using an Attack Rate Table; (4) determine the time of consumption of the infective food; and (5) apply basic techniques for determining the source of outbreak in a typical food-borne disease epidemic. The unit was especially developed for public health nurses, physicians, sanitarians, and other health personnel involved in this area of work.

Course Title: Insecticide Formulation

Course Description: Upon completion of this lesson the student, given a labeled insecticidal concentrate, a "control sheet" with recommendations as to appropriate insecticide, dosage rate, and diluent, and a specific area to be treated, should be able to: (1) calculate the amount of final preparation needed to treat the given area, (2) calculate the quantity of insecticidal concentrate needed in the final preparation to achieve the dosage rate recommended in the "control sheet," and (3) mix the concentrate and diluent

in the correct proportions. Rodent and insect control personnel with a Bachelor of Science degree in biology or, in certain circumstances with a high school education, should benefit from this instruction.

Course Title: Lecture Preparation Guide

Course Description: The student, following this guide, should be able to perform the following steps in the preparation of a lecture: (1) analyze the lecture situation, (2) write objectives, (3) write an outline so that his lecture appropriately meets the situation, (4) select and evaluate presentation aids, (5) prepare for possible time or lecture changes, (6) prepare for question-answer sessions, and (7) write a summary for distribution. This course is for professional public health personnel who are required to give lectures on their professional activities. It may also be useful for anyone interested in preparing lectures who is competent in data collection, English grammar, and outlining.

The following Instructive Communications can be obtained only through NCDC. They are available on a limited basis and for official purposes only.

Course Title: Jet Injector Operation, Model K_3

Course Description: This unit prepares the student, given a Model K_3 Jet Injector, injectable materials, and patients, to: (1) correctly prepare the injector for use, (2) select appropriate injection sites, (3) administer acceptable injections, and (4) perform minor "trouble-shooting" procedures in the clinic situation (for example, replacement of nozzle and needle assembly). Those who may benefit are physicians, nurses, paramedical personnel, health officers, and all other persons considered qualified.

Course Title: Jet Injector Daily Maintenance and Repair, Model K_3

Course Description: With a Model K_3 Jet Injector and following the guide exactly, the student will be able to: (1) perform daily maintenance on the injector head, including disassembly, replacement of worn or damaged parts, cleaning and lubricating of the appropriate parts, and reassembling it; (2) find the source of the more common troubles of the jet injector and take appropriate action (repair, replace, or return parts to source). The course is intended for nurses, physicians, medical technicians, paramedical personnel, employees of health departments and clinics, and all other persons who have at least a high school

certificate and who are designated by proper officials to perform the services indicated in the course guidebook.

Course Title: Professional Model Jet Injector Operation for Clinical Use

Course Description: After taking the lesson "Operation," and given a sterile Professional Model Jet Injector that has been prepared for use, the student will be able to: (1) change vials without contaminating the injector, (2) put on the winding handle, and (3) give injections.

Following the guide "Preparing the Injector for Use" and given a sterile Professional Model Jet Injector, the student will be able to: (1) set the dosage and (2) flush out the injector.

Following the guide "Storage" and given a sterile Professional Model Jet Injector, the student will be able to: (1) store the injector for a 10-minute lull and (2) store the injector at the completion of a series of injections. This unit is for physicians, registered nurses, and paramedical personnel with at least a college education or the equivalent who are taking part in immunization clinics.

Course Title: Professional Model Jet Injector Maintenance and Troubleshooting Guide

Course Description: Given a Professional Model Jet Injector and following this guide exactly, the student should be able to: (1) perform routine maintenance on the injector head, including disassembling, servicing, reassembling, and sterilizing; and (2) find the source of the more common troubles of the jet injector and take appropriate action such as repair, replace, or return parts to source. This was designed for physicians, medical technicians, paramedical personnel, and other members of health departments and clinics with at least a high school certificate who are designated to perform the functions indicated above. Female nurses generally are not included in the trainee population, but the guide is relevant to them to the degree to which they are mechanically skilled.

Course Title: Operation and Maintenance of a Portable Sprayer

Course Description: By following the guidebooks and using the necessary equipment, a student will be able to perform weekly maintenance on the sprayer, including: (1) cleaning the nozzle assembly, valve strainer, and dip-tube strainer, and (2) lubricating the pump assembly. Also by using the guide "Trouble Shooting" and given a sprayer, a

student will be able to find the source of and correct the five most common troubles, including: (1) weak pressure after pumping, (2) little or no spray from the nozzle, (3) leaking hose, (4) leaking around the tank top, and (5) spray dripping from nozzle or cutoff valve. After taking the lesson "Operation of a Portable Compressed-Air Sprayer," a student, given a sprayer, will be able to perform the following steps in order: (1) prepare the sprayer for use by opening the tank, filling it three-fourths full with an appropriate insecticide, and building pressure; (2) rebuild pressure when spray begins to weaken, or refill with insecticide and rebuild pressure when sprayer begins to sputter; and (3) clean and store the sprayer by opening the tank and pouring leftover insecticide into a storage tank; rinsing out the sprayer tank; cleaning the hose, wand, and nozzle by spraying one-half gallon of clean water; and storing with pressure released and hose and wand clamped above tank. This instruction is for public health inspectors and spraymen with a high school certificate (or some college) or a college or graduate degree. Previous public health experience is not mandatory.

D. Programmed Instruction: Private Sources

Much learning information, courses and materials are available from private companies. Interested persons should contact the publisher or producer to obtain all particulars—especially those related to costs, offerings and necessary equipment—before undertaking a program of study.

The courses, references, and information listed below include inexpensive programs and texts. The list will provide the reader with some idea of the scope and type of pertinent materials available from these sources.

Publisher or Producer	*Subjects and Courses*
Appleton-Century Crofts 440 Park Avenue South New York, New York 10011	Refraction, strabismus, general biology, mitosis, oxidation, urine analysis and examination, medical parasitology.
Behavior Research Labs Ladera Professional Center P. O. Box 577 Palo Alto, California 94302	Health and safety, nutrition, first aid, prevention of communicable disease, body structure and function, personal health.
Central Scientific Company 1700 Irving Park Road Chicago, Illinois 60606	Acids and bases, reaction rates and and equilibrium, chemistry, algebra, general science heredity, life processes, cell structure, circulatory system, hydrostatics and water as a natural resource.

Educational Systems Development Howard and Smith, Inc. P.O. Box 457 Royal Oak, Michigan 48068	Nursing, rehabilitation science, plus other general programs. Much literature available.
Encyclopedia Britanica Press 425 N. Michigan Avenue Chicago, Illinois 60606	The human body and its functions, living science, bacteria and fungi, physiology, chemistry, general anatomy, mathematics, management, decision analysis, and biological processes.
Honor Products Harvard Square Cambridge, Massachusetts 02138	Study skills, algebra, Alaska culture, general science vocabulary review, insects, amphibians and reptiles.
Bureau of Publications Columbia University Teachers College 525 W. 120th Street New York, New York 10025	Hypodermic injection procedures, nursing in the community, college nursing, aids to diagnosis, fundamentals of nursing, asepsis.
J. B. Lippincott Company East Washington Square Philadelphia, Pennsylvania 19105	Aids to diagnosis, introduction to asepsis, fundamentals of nursing, programmed mathematics of drugs and solutions with pediatric dosages. Also therapeutic nursing, rehabilitation, basic concepts of anatomy and physiology.
McMahon Engineering 318 W. Seventh Street San Pedro, California 90731	Muscles, nerves and bones of the head, geometry, mathematics ratio and proportion, circulation. Also aspects of engineering.
C. V. Mosby Company 3207 Washington Boulevard St. Louis, Missouri 63103	Cavity preparation, impression taking, basic concepts in anatomy and physiology, arithmetic of dosages and solutions.
W. B. Saunders Company West Washington Square Philadelphia, Pennsylvania 19105	Molecular equilibrium, review of dental materials, selected dental aspects, basic patient care, nursing fundamentals, nursing techniques, drugs and solutions, enzyme kinetics, autonomic pharmacology, the muscarinics and adrenergics, pH and dissociation, body fluid and the acid-base balance, and principles of chest roentgenology.
John Wiley and Sons 603 Third Avenue New York, New York 10016	Mathematics for nursing, science medical terminology, physics, organic compounds, techniques of program evaluation review (PERT).
Welch-Sargent Scientific Co. 7300 N. Linder Avenue Skokie, Illinois 60076	Diabetes control, food sanitation, executive practices, introduction to genetics, general chemistry.

Williams and Wilkins 428 E. Preston Street Baltimore, Maryland 21202	Introduction to body fluids, metabolism, renal function and renal failure.
Xerox Corporation Basic Systems, Inc. 880 Third Avenue New York, New York 10022	The nervous system, mental illness, psychopharmacology, chemistry of the nervous system, clinical pharmacology, microbiology, biologicals and immunology, renal physiology and basic urology, the circulatory system and blood pressure control, hypertension and antihypertensive agents, electrolyte balance and diffusion of body fluids, kidney structure and function, diuretics, the female reproductive system and female endocrinology, inflammation, inflammatory diseases, current anti-inflammatory therapy, the skin: anatomy and physiology, skin diseases, and skin therapy.

NATIONAL HOME STUDY COUNCIL

Listed below are examples of accredited private, home-study schools which offer courses in health and related fields. Accreditation, according to member institutions and the Home Study Council, denotes the educational standards for this type of learning. Detailed accounts of accreditation procedures and the complete list of member institutions, with addresses and courses, are available from the National Home Study Council at 1601 Eighteenth Street, N.W., Washington, D.C. Specific information about course offerings, costs, terms and conditions, course content and the like should be requested from the particular school. It is also suggested that the latest information be reviewed in order that a thorough evaluation be made prior to enrollment. The partial listing which follows illustrates sources and courses.

School	*Area of Instruction*
Academy for Home-Study 417 S. Dearborn Street Chicago, Illinois 60605	Offers courses generally related to health preparatory fields—high school level subjects with the academic plan and also general business.
American Association Medical Record 875 N. Michigan Avenue Chicago, Illinois 60611	Medical records course. Subjects include terminology, record forms and content, filing, registers, disease classification, release of information and the medical records department operation.
Grantham School of Engineering 1505 N. Western Avenue Hollywood, California 90027	Associate Degree Program. Engineering course content includes basic electronics technology, circuits and systems, engineering math, computers, physics,

School	*Area of Instruction*
	engineering calculus and solid state circuit analysis and design.
Hadley School for the Blind 700 Elm Street Winnetka, Illinois 60093	Over one hundred courses for the blind student offered through Braille and recordings, from fifth grade level through high school. Also some college level courses. Subject matter varies; includes rehabilitation, vocational guidance and science.
Institute for Training in Municipal Administration 1140 Connecticut Avenue, N.W. Washington, D.C. 20036	Many courses for municipal government employees. Subjects include community health services, municipal planning, city and community management.
International Correspondence School Scranton, Pennsylvania 18515	One of the oldest home study schools in the country. Courses are many and varied. A catalog may be obtained by request.
John Tracy Clinic for Deaf Children 806 West Adams Boulevard Los Angeles, California 90007	This clinic operates a twelve-month course for parents of pre-school deaf children. Instruction covers sense training, lipreading, auditory training and speech.
La Salle Extension University 417 S. Dearborn Street Chicago, Illinois 60605	Training coverage is broad, ranging from dental assistant courses to mechanical drafting to management.
Safety Training Institute National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611	Courses are in primary aspects of motor safety, accident prevention, safety supervision, and human relations in safety situations.

Other accredited, private home-study schools are:

Advance School of Business
5900 Northwest Highway
Chicago, Illinois 60631

American Institute
710 West Wilson Avenue
Glendale, California 91209

Cleveland Institute of Electronics
1776 E. Seventeenth Street
Cleveland, Ohio 44114

Coleman Educational Services
3435 Broadway
Kansas City, Missouri 64111

American Technological Institute
255 Twenty first Avenue, N.E.
St. Petersburg, Florida 33734

Bell and Howell Schools
209 W. Jack Boulevard
Chicago, Illinois 60606

Institute of Applied Science
1920 Sunnyside Avenue
Chicago, Illinois 60640

McGraw Hill Continuing Educational Center
3939 Wisconsin Avenue, N.W.
Washington, D.C. 20016

School	*Area of Instruction*
Commercial Trade Institute 1400 W. Greenleaf Avenue Chicago, Illinois 60626	National Education Inc. 3211 Pico Boulevard Santa Monica, California 90405
International Accounting School 209 West Jackson Boulevard Chicago, Illinois 60606	Institute of Systems and Procedures 4500 Campus Drive University Plaza Newport Beach, California 92668
Safety Training Institute National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611	Universal Construction School 1901 Northwest Seventh Street Miami, Florida 33125
National Conservation School Little Falls, New Jersey 07424	North American School of Animal Science University Plaza Newport Beach, California 92663

UNITED STATES ARMED FORCES INSTITUTE

The United States Armed Forces Institute (USAFI), Madison, Wisconsin, provides opportunities for military personnel to continue their education while on active duty with the Armed Forces of the United States. Stated more formally, the mission of USAFI is to provide common services and materials by which the Army, Navy, Air Force, Marine Corps, and Coast Guard may supplement educational opportunities (in subjects normally taught in civilian academic institutions) in order that the individual may render efficient service in his present assignment, increase his capabilities for assuming greater responsibility, and in his leisure time satisfy his intellectual interests.

Role of Commission on Accreditation of Service Experiences. USAFI is a unique educational institution originally operating under the direct supervision and policy control of the Directorate for Education Programs and Management Training, Office of the Deputy Assistant Secretary of Defense. Liaison between the Office of the Deputy Assistant Secretary of Defense for Education and secondary schools, State departments of education, colleges and universities, regional accrediting associations, and other organizations concerned with civilian education and accreditation is maintained by the Commission on Accreditation of Service Experiences of the American Council on Education. The Commission on Accreditation determines that USAFI conforms to the standards and policies governing civilian educational and accreditation practices. As an advisory service to schools and colleges, the Commission on Accreditation evaluates USAFI courses and tests and makes recommendations for academic credit.

Services Offered by USAFI. USAFI, located in Madison, Wisconsin, provides materials and services to members of the Armed Forces wherever they are stationed. Over 200 courses in elementary school, high school, college and technical subjects are offered by USAFI, which military personnel may pursue by Independent Study. Instructional service for those Independent Study enrolees who elect to follow the correspondence method is provided by the University of Wisconsin.

In addition to the USAFI courses, more than 5,000 correspondence courses, at the baccalaureate and graduate levels, are available to military personnel through USAFI from the extension divisions of 44 accredited colleges and universities. Texts, instructional materials, lesson service, and tests are provided by the institutions. Each institution also evaluates its own courses for recommended credit and, upon request, issues official reports of course completions to other institutions.

USAFI tests are constructed and standardized under contracts with educational institutions and agencies in accordance with test specifications and procedures approved by the Commission on Accreditation. Tests are administered at USAFI Testing Sections, and are supervised by a USAFI Test Control Officer under security procedures approved by the Department of Defense and the Commission on Accreditation.

Permanent records of all USAFI courses and tests completed by service personnel are maintained at USAFI. USAFI is the only agency authorized to forward official reports of USAFI course completions and USAFI test results to civilian educational institutions and agencies.

USAFI Courses. At the high school level, USAFI offers courses in the areas of English, literature, mathematics, social studies, science, business education, classical and foreign languages. College-level courses are offered in the areas of English, literature, mathematics, social studies, sociology, science, business administration, classical and foreign languages. Technical subjects at both levels include the areas of aviation, auto mechanics, building construction, electricity electronics, diesel engines, metal working, radio and television, and refrigeration USAFI also offers courses at the elementary level, but these are not listed in this publication nor have they been evaluated by the Commission on Accreditation. The Commission evaluates and makes credit recommendations only for course offerings at or above the secondary school level.

Textbooks used in the courses are the same as those widely used in civilian educational institutions throughout the country. They are selected with the advice of educators, experts in the areas concerned. Materials are adapted for Independent Study; students are provided with study guides, which have been prepared by civilian educational institutions through contract with USAFI.

Since January 1, 1970, military personnel have enrolled in USAFI courses by one of two methods—Independent Study, or class instruction. Two options are available to enrolees in Independent Study. Those who elect to submit written lessons to USAFI are reported as correspondence students, while those who do not submit lessons are reported as "self-study" students.

Military personnel may also study USAFI courses by class instruction. Classes are established at a base or installation when enough students are interested in the same subject and adequate facilities are available. Classes are conducted in much the same way as resident high school and college courses—with qualified instructors and regularly scheduled class periods. Instructors may be military personnel who have had previous teaching experience or members of the faculty of nearby high schools or colleges.

USAFI, through arrangements with the Veterans Administration, also makes many of its correspondence courses and tests available to veterans undergoing treatment in VA hospitals. The courses and tests are used with the approval of the patient's doctor as a part of the medical rehabilitation program.

Instruction and test scoring are provided by the University of Wisconsin through

contract with the Veterans Administration. Official reports of courses and tests completed by patients are issued only by the director of the VA hospital where the veteran was a patient.

Credit Recommendations for USAFI Courses and Tests. Since 1945, the Commission on Accreditation of Service Experiences, at the request of the regional accrediting associations, has evaluated USAFI courses and tests, and recommended the amount of academic credit which may be granted for the successful completion of the courses at the high school, terminal junior or community college, and Baccalaureate degree levels. In evaluating USAFI courses and tests, the following procedures apply:

1. A minimum of three civilian educators, qualified in the subject area concerned, are invited to serve as consultants in the evaluation of a course. The consultants are chosen from lists submitted by national professional organizations interested in the respective subject area and from nominations made by collegiate institutions and secondary schools. In selecting consultants, an effort is made to secure a wide representation both geographically and of institutional types so that the final course evaluation may be generally acceptable to civilian education on a national basis.
2. Course materials are forwarded to each consultant, who examines them to determine whether, in his judgment, the course is worthy of academic recognition. If so, he recommends the amount and level of credit in high school units or at the Baccalaureate level in semester hours, and, if appropriate, terminal credit at the junior or community college level. Each consultant's evaluation of the course is made independently and is based upon the textbook used, lesson plans, and a copy of the final examinations.
3. All consultants' reports on a course are reconciled into a general recommendation of credit.

The Commission recommends that credit be granted for a USAFI course only if the student has demonstrated satisfactory competence on a USAFI subject standardized test, an end-of-course test, or a subject examination. However, if an individual has gained competence on a subject through other ways than enrollment in a USAFI course, and demonstrates satisfactory achievement on a USAFI test, the Commission recommends that the same amount of credit be granted as though the student had enrolled in the USAFI course.

For USAFI subject standardized tests, the Commission on Accreditation recommends that credit be granted, in the amount indicated, if the student has achieved a percentile rank of 20 or higher. This minimum level of achievement is that point at which one-fifth of the students tested failed to pass the test standardization. For end-of-course tests, the Commission recommends that credit be granted if a student has achieved a rating of S (Satisfactory) or D (With Distinction). For subject examinations the Commission recommends that credit be granted if the student has achieved a rating of S (Satisfactory).

It should be noted that USAFI activities are presently being transferred to Defense Activity for Non-traditional Education Support in Pensacola, Florida 32508. Further information may be obtained from this new source or from USAFI in Madison, Wisconsin.

HOW TO STUDY

When a student fails or does poorly in a course, it is usually not because he does not have the intelligence or desire to understand. And it is often not because the

work is too difficult. In most cases students fail because they do not know how to study or what to study. Add to this those students with academic problems and you have more than just a few students who are victims of poor study habits or lack of know-how. And the discouraging fact is that this situation or tragedy might have been prevented. Although it is impossible to keep every student from failing, it is possible to reduce the numbers drastically. We have learned that by using sound study methods and developing good study habits individuals can retain knowledge, develop positive attitudes and restore confidence so that most "failing" students can reverse the pattern and experience a successful educational achievement. Of course, this can not be accomplished simply by talking about it. What is required is much effort and strong motivation.

In order to assist students and help them attain successful academic experience, the following suggestions are offered. These have been developed over the years by experienced educators, interested teachers and successful students. They will explain how to study more effectively and should assist in obtaining better results. They will not make the work easier or guarantee straight A's. If you as a student follow them, however, you should be able to learn more effectively what you want to learn and what is necessary to learn. But make no mistake about it, knowing HOW to study is not the same thing as PUTTING FORTH THE EFFORT. Both are required, along with other necessities, for success. Some other important things to remember about study and studying are:

1. Study is hard work. It requires much effort and concentration by the learner.
2. There is no short-cut to learning. It takes energy, self-discipline, and desire.
3. Effective study habits grow slowly and steadily. They do not develop overnight.
4. Most persons study best by themselves, however, there may be times when group learning may be more productive.
5. Good study habits are essential for a successful career where education and training are required.
6. Almost anyone can learn how to stud . Good students are not born with this skill. It must be nurtured.
7. You can learn how to improve your study habits and techniques through persistence, effort and desire.

Good study habits are essential to success in school. The better study skills you develop, the more effectively you can study; the more you learn, the better your grades will be. Other benefits to be received are: better opportunities to pursue advanced study, namely graduate or professional school; a better chance for success in your chosen career; greater respect from your fellow students and teachers; and better opportunity for a more satisfying job. You should also remember that the more success you have in college or technical school, the more you will probably enjoy it.

Most people have no difficulty studying something in which they are highly interested. However, some of the required subjects may not interest you at first and here is where a problem can develop if you do not face it squarely. As strange as it may sound, the best way to become interested in a subject which does not interest you is to learn something about it. You might do this by learning something from an encyclopedia, talking with someone knowledgeable about the subject or simply reviewing some basic books suggested by the reference librarian. Successful persons can tell you how their interest and curiosity have been stirred once they really got

into "boring" subjects. So, do not wait for your interests to tell you what to study. You can become interested by giving yourself the opportunity to get to know them. In fact, some respected educators believe that pursuing study in which there initially is no interest should be an important part of every person's educational development. Of course, the best studying takes place when you really desire to learn, when you know why you are studying, when you care enough to do a thorough job, when you are confident and know that your efforts will produce the desired results. If you develop the key to effective study, and can express your thoughts clearly, good grades usually follow automatically.

Preferred Conditions for Studying. Although there may be individuals who might claim they can study in a room with the radio going full blast, most individuals need more compatible surroundings. Successful students would agree that the following suggestions and conditions are desirable for effective study:

1. A QUIET ROOM with suitable temperature, neither too hot nor too cold. Many persons tend to become drowsy if the room is warm or stuffy, therefore it should be a little on the cool side but not uncomfortable.
2. MINIMUM DISTRACTION whether it be from personal worry, outside traffic or children banging on pots and pans.
3. GOOD LIGHTING. This is very important and should be checked very closely. Poor lighting can cause everything from headache to severe eye strain. Natural light is best however, artificial glare-free light, if properly located and adjusted, is not harmful or detrimental.
4. PROPER VENTILATION and circulation of air. This is very important, but often it is overlooked completely.
5. AN ADEQUATE DESK OR TABLE. There should be enough top space to write comfortably or lay out several open books. An area of 10 square feet would be minimal. There should be enough drawers or shelves to file materials such as pens, pencils, tablets, cards, and the like.
6. A GOOD CHAIR with straight back and no cushion. If the student is too comfortable he may fall asleep. No studying should be attempted in an easy chair or in bed.
7. A SMALL BOOKSHELF is helpful for storage of books, a dictionary, thesaurus, an almanac and the like. However, part of the desk may be used for this purpose.
8. A DESK OR WALL CALENDAR is also desirable.
9. A LARGE COPY OF YOUR STUDY PLAN AND SCHEDULE, all blocked out, should be on the wall in front of you.

It is important for the student not to be interrupted when studying or attempting to concentrate. Therefore, you should minimize distraction and interruption to the extent possible. Of course, in an emergency you will need to be interrupted; this is normal and should be understood by all. But, at other times an interruption may make you lose hours of valuable time or even cause you to lose a whole night of planned study. Several of these interruptions can cause you to fall so far behind in your couse that it will be impossible for you to catch up.

Do not try to study, watch television or hold a conversation at the same time. You can not do any of these well. Your work will suffer. If you feel it is more important to have the conversation or watch television, do so, complete your business, and get back to the books after you have finished. You should remember, however, that time once lost can never be regained.

Preparing the assignment. There is no one best way of doing an assignment. What works for one person may not work for another. Each individual has to find

the best method for himself. Here are some suggested tips or approaches which have worked for many students over the years:

Make sure that you know what the exact assignment is and what you are expected to do. You might want to write down this objective and keep it in front of you as a reminder.

Begin your study when you are "fresh" and alert.

Start with your most difficult subject or assignment.

Before you actually begin to write or prepare the specific assignment, try to get an overview of what you are expected to do. This includes the pages you are expected to cover and the main ideas you should know. You may even want to skim or sight review the pertinent sections or chapters at this time.

Have a specific purpose for each subject you are studying. Know exactly what you want to achieve and approximately how much time you can devote to it.

Get into your homework assignment as quickly as possible. You may need a "warm-up" period but this should not be too lengthy.

Keep your thoughts geared to what you are studying. This is no time to worry about money for next semester's expenses or think about the family vacation.

Make notes in the text and underline important points in the assignment. This may help you to remember and will also probably aid later in review. You may also want to make notes on a separate sheet of paper or in a special notebook.

After reading a difficult explanation or passage in your text, you may wish to restate it "outloud" or rewrite it to be certain that you fully understand the main idea or concept. This may also help you to remember it.

Review your assignment as soon as you have completed it. This will enable you to check for errors and omissions. It will also help you to retain the essential facts.

After studying for about an hour, take a "break." You might want to take a brief walk or listen to the radio for a few minutes. But, stop studying and do something different. Return in about ten or fifteen minutes to continue your study.

Try to do your assignments as they are scheduled. Most teachers coordinate the material covered and class reviews with assignments. Thus, they have much greater meaning for students.

Try to get your assignments finished before you go to bed. Thus you should be able to relax, get a good night's sleep, and begin the next day with vim and vigor.

These are just a few significant points to remember about studying. Try them, and retain those that work for you.

You Must Develop a Schedule and Stick To It. No matter how you calculate or figure, there are only twenty-four hours in each day. After taking the time needed for sleeping, eating, working and relaxing, there is only so much time left for study. Therefore, to accomplish what you must, it is necessary to plan your time wisely and abide by a study schedule. Most students find that a schedule or plan of this nature:

1. Helps them be more productive, that is, enables them to accomplish more than they normally would.

2. Provides them with a sense of direction. They know where they are going and how much time they have to get there.
3. Increases effectiveness and efficiency. The student is making the most of every minute and is not wasting time trying to decide what to do next.
4. Minimizes personal anxiety and worry. The student no longer is bothered with uncertainty. He knows what has to be done and has a definite plan to accomplish it.
5. Assists with personal growth and development. Following a meaningful routine increases the student's skills and abilities, thus making it possible for greater achievement.
6. Makes studying and learning easier. Systematic study should become more significant and pleasant. It also increases the individual's sense of accomplishment.
7. Helps to develop greater personal confidence. After initial success, real learning can take place, thus leading the student to higher levels of attainment.

Every student, regardless of age or level of learning, should develop a workable study schedule and follow it. Try to use these suggestions and also develop others which work for you. After applying them for sveral weeks, you will probably begin to notice the difference in your work.

HOW TO TAKE A TEST

Today's students belong to one of the most tested generations society has ever known. From the moment you were able to calculate and write, you have been tested in one way or another. As you progressed through grade school into high school, you were subjected to more tests. Actually, you have been tested for something practically every day you were in school. And, as you know, it does not stop there. It continues throughout life.

If you have been practical about these exams, you have accepted them calmly. At times you may have wondered why they were necessary, what they proved, why someone had not developed a better way of appraising human capabilities and deficiencies. You have probably listened to those who favored testing, and to others who thought that tests should be abolished. But you also realize that in day-to-day affairs nothing is perfect.

In college and thereafter, there will probably be more tests. So the best thing to do is to learn how to take tests successfully. Yes, you CAN learn how to take a test, just as you can learn to play baseball, to swim or to make pottery.

A handful of students take tests with no apparent stress. To most students, however, a test is a "struggle" which they never seem quite ready for. They do poorly on tests chiefly because they frighten themselves into a state of near-paralysis. Others fail tests because they do not do exactly what the test problem requires, they do not read the question correctly, or they forget to answer certain questions. Year after year thousands of unhappy students are trapped by their own anxiety and carelessness. And it is all so unnecessary. For it is now known why students do poorly on tests. It is known, too, what can be done to improve their scores. And although these simple techniques which follow in this chapter will not guarantee a perfect score, they can make it possible for you to do your best and improve your grade.

What is the best way to prepare for a Test? STUDY. STUDY. And continue to STUDY. Good, conscientious study—every day in every subject. You start prepar-

ing for your tests the first day you begin class. Everything you hear, every discussion you take part in, all the notes you take, every pertinent book you read, all are in a very real way preparation for your tests. Of course, learning is more than simply preparing for and taking tests. And your learning activities should not be restricted to only those things you think may appear on a test. In this kind of guessing game you will almost always lose because your chances of accurately predicting questions that will appear on a test are small. And in trying to do this you will not be learning all that you should because you will be too busy trying to decide what will appear on the test. You can avoid this energy-draining, time-consuming effort by studying each day and reviewing thoroughly before examinations.

Another bad habit is to say to yourself: "I do not have time for this assignment right now. I will review it later." Don't try to fool yourself. It is impossible to review something you do not know. Review time is not for learning anything new; it is for taking another look at what you already have learned. You may at this point decide to master what you failed to earlier. But while you are doing this, you are not reviewing anything. You are actually neglecting things that you should be brushing up on if you expect to do your best on the upcoming examinations. You cannot expect to use your review time for study and still have enough time left for review. There is not that much time available. So stay abreast of your coursework each day. In addition, we strongly urge you to avoid last-minute panic or cramming.

Getting Ready for the test. The way you are feeling when you take the test certainly can affect your performance. If you are not in good physical condition or if your attitude toward the test is "wrong", it does not matter how well you know your subject matter. You will not be able to do your best. So, we suggest:

1. COME INTO THE TEST ROOM KNOWING THAT YOU ARE PREPARED, that you are going to do well. You are not just dreaming when you do this. Most students will pass their tests. If you have done your studying and reviewing effectively, if you have been getting passing grades all semester, you can expect to come through the test without any great difficulty. Knowing this should put you into the proper frame of mind.
2. KEEP PHYSICALLY FIT. Get enough sleep. Then you'll be able to stand up to any test. Make no mistake: taking a test, particularly when a lot depends on your grade, can be an exhausting experience. It is like climbing a mountain. If you are in good physical shape you can stand the strain. Your mind will work better if your body is functioning soundly.
3. DO NOT FIGHT THE TEST. You should not look upon the test as part of a conspiracy to harass you. Do not complain about it. Consider it simply as one of the necessary burdens and opportunities that you share with everyone else. Do all that the test asks you to do and do it well. This is much better, and easier, than becoming so upset that you cannot think straight or write clearly.
4. KEEP EMOTIONALLY FIT. More than almost anything else, your feelings about the test determine how much of what you know you can put down on paper. Do you find this hard to believe? Then think back for a moment to friends who "black out" or "clam up" when they take a test. What happens to them? They are often "paralyzed" by their own feelings of fear, hostility or anxiety.
5. DO NOT SPEND TIME JUST BEFORE THE TEST TRYING TO DISCOVER HOW MUCH YOU DO NOT KNOW. It is too late at this point to do much about it. You have either covered the material or you have not. Besides, since the test questions cannot touch every phase of the

work, they will very likely deal with material that your professor feels each student should know. Few if any instructors try to "catch" or "trick" students. They look upon tests as an opportunity for the student to show how well he understands the facts and how well he can apply the basic ideas he has mastered.

6. STAY CALM AND COOL. There is no particular reason to get upset. You know the material; you are ready for the examination. Besides, getting excited or flustered certainly will not help in any way.

When Taking The Test. Some other important rules to follow when taking the test are:

1. READ ALL QUESTIONS CAREFULLY. Do not "read into" the questions things or words which are not there.
2. THINK BEFORE YOU BEGIN TO WRITE. In subjective tests, after you understand the question, try to organize the response in your mind or perhaps outline it on a piece of "scratch" paper. Then you are probably ready to put your answer on the answer sheet. But do not write simply to put words on the paper. You should always remember to answer the question asked.
3. FOLLOW INSTRUCTIONS. Read all of the details and directions carefully and do exactly what they say. Do not wrestle with the questions. Answer them as well as you can.
4. ANSWER ALL OF THE EASY QUESTIONS FIRST. Depending on the time remaining, go back to the more difficult problems.
5. DO NOT SPEND TOO MUCH TIME ON ANY ONE QUESTION. If you cannot answer the question without unusual delay, go on to the next question.
6. WATCH FOR "SIGNAL" WORDS like "always," "never," "maybe" etc. They usually give you some indication of the answer.
7. DO NOT EXPECT A PERFECT SCORE. Tests are not designed to be too easy; they are seldom if ever designed for persons to get a perfect score.
8. REVIEW ALL OF YOUR ANSWERS. After you have completed your paper if time permits go back and review the questions, especially those which gave you trouble. Do not try to second guess the test-makers. Check your completed work for accuracy.

If the questions are difficult, do not think that you have failed the test. Perhaps you did not prepare adequately. You may have been tired. Or, the questions truly may have been difficult. Worry and anxiety can hinder your efforts. (You may have financial problems and generate undue concern from these.) Whatever the situation, do not be distracted. Concentrate on the examination, take it as calmly as possible and with adequate preparation you should pass. Perhaps you will do much better than expected.

Reviewing For The Test. Before taking the test, you will naturally want to review the material on which you will be tested. Since you are probably learning new work each day, it is only natural to forget some of the "old" facts or get a bit rusty about relationships, trends and causes. Intelligent review can help you to recall these matters, strengthen your original understanding, develop new insights, and prepare you to take the test with confidence.

There are many ways of reviewing for a test. And a particular approach or system which works for one student may not be effective for another. Here are some basic suggestions which successful students often follow when reviewing: Look over everything you have covered to date. Check your textbook, lecture notes, special

assignments, readings, etc. to determine materials you are a bit unsure about and materials you definitely do not understand. These, of course, should receive most of your attention.

The main point in your review is to concentrate your efforts on those areas which really need to be strengthened. Some other things to remember are:

1. ARRANGE SUFFICIENT TIME FOR REVIEW. Begin at least five days before the exam. Do not waste time on last-minute efforts such as all-night "pep-pill" sessions.
2. ESTABLISH YOUR PRIORITIES for the material to be reviewed.
3. PLAN YOUR REVIEW SCHEDULE—the exact number of hours, the time and place for study. Make a realistic, written schedule and stick to it. It is important to follow your plan. If you can devote all of your time to review, you will be "ahead of the game." Perhaps you will be like most persons, however, and have other responsibilities (such as work, part-time classes and evening meetings) which require extra effort thus minimizing time for review. It is not easy to follow a review schedule and a work schedule at the same time. But you can, especially if you plan it wisely and are determined to follow it. The essential point in reviewing is to spend your time in the important areas where you are weak.

The night before the test, relax! Do not do any serious studying. See a good movie or watch TV. Take a walk. Keep your mind free of anything that will prevent you from getting a good rest which you will need for tomorrow's examination.

The next morning, the day of the test, get up early enough to have breakfast. Arrive at the examination room with time to spare. Do not underestimate the importance of being on time or even ahead of time. Nothing will more surely handicap you on the examination than that panicky, breathless, "just-made-it" arrival. If you are commuting remember that trains, cars and buses do not always run as scheduled. Allow yourself plenty of time.

During the test read all of the questions and directions carefully. Do not answer any question until you know exactly what you are expected to do. Pretty obvious? Yes but a large number of students fail test after test because they do not answer the question which was asked. Do not waste time or effort.

Concentrate on the test. You will need every minute to get what you know down on paper. You will be judged by what you say, how much you say and how well you say it. Budget your time. Allocate a fair portion of the total time for each question. Check frequently throughout the test to see that you are keeping your schedule. You may have to revise it as you go along. But at least you should know when you are giving too much or too little time to certain questions.

Pay no attention to what your classmates are doing or how they look while they are taking the test. They can do you no good whatever during the test. But they can, by their looks and actions, distract you and perhaps add to your anxiety. Do not be impressed by the student who "completes" his test while you are only halfway through. He may very well have given up. Or he may be one who rushes through and ends up with a poor mark. At any rate he is not you, and you do not really need to know how he answered the questions. In other words, do not try to measure your success or failure by what you think someone else may have done.

Do not panic if your mind goes blank. At one time or another, this happens to most students. Calmly think your way through. You will find that in some inexplicable way you will start thinking and writing again. Do not panic! This is the surest way to stop your thought processes. If, after a few minutes, you can not seem to get on with your answer, go on to another question. Later, come back to the point

where you were stumped and you will probably be able to answer it.

KINDS OF TESTS. The tests you have taken or will take generally fall into two categories:

Essay Tests. The questions in essay tests sometimes make the heaviest demand on students. Teachers and students usually agree that essay questions can be harder to handle effectively and more difficult than any other kind of test question. These essay tests try to measure: (a) how much you know; (b) how skillfully you can interpret and select the facts or ideas that the question refers to; (c) how well you can explain causes, trends, relationships or effects; (d) how well you can organize your ideas; and (e) how clearly you can express your thoughts

Objective Tests. These tests try to measure much the same things that the essay-type test measures but in a different way. The objective-type test question, however, does not require you to put your ideas in writing. A simple mark in the right place is adequate. Of course, it is really not that simple to make that check mark unless you have thought through the question and know the answer. Your choice is often based on complex calculations, critical analyses or complicated mental operations. The most familiar types of objective type questions are true-false, matching, completion, and multiple-choice. You have probably had some experience with these in standardized reading and achievement tests, as they are very popular and are used in many of the schools. This type of test also permits the testor to cover a much greater amount of material and information.

Answering the Essay Test. In answering this kind of test it is best to follow these rules:

1. Look through the entire test quickly. Put a question mark next to the questions you are likely to have some difficulty with.
2. Note how many credits or points are awarded for each question. Divide your time so that the questions carrying the most points get the most time. This may sound simple, but it makes sense. Generally speaking, the higher the value your instructor has placed on a question, the more he usually expects you to give to it. The credit he allows for each question often is his way of noting its importance.
3. Read the instructions carefully. Do not start answering any question until you are absolutely certain you know what you are expected to do. Underline key words such as compare, contrast, analyze, list, discuss. Be sure you know what they mean. You should not begin to answer the question unless you understand what is asked.
4. Answer the easier questions first. You should be able to answer these without any trouble. This may give you a psychological "lift" for when you tackle the more difficult ones—and it will probably leave you more time for them, also.
5. Think before you write. Organize your answer. Use any kind of outline system you like, but briefly sketch out the major points that you are going to include or develop. Indicate briefly the facts, details, reasons, etc. which you intend to use. While you are planning your answer, put down ideas that come to you that are related to the question. (You may finally decide not to use them, but at least have them down where you can see them and decide how you can fit them into your answer if you desire.) Pay attention to the development of major points. Be sure to cover these before you go on to the less important aspects. Your grade will depend, of course, on how well you

treat all points, both major and minor. When you have completed your answer, reread it to see whether you have covered all phases and have correctly answered the question.

6. Answer the questions as fully as you can in the time allotted. Record what you know as clearly and accurately and as completely as you can. Do not overwrite. No one expects you to fill an encyclopedia in ten minutes.
7. Work on one question at a time. Do not worry about future questions which you think may give you some later problems.
8. After you have answered all the questions, reread your paper and check answers thoroughly. Keep a sharp eye out for errors, omissions, unclear statements and the like. Make corrections where necessary.
9. Do not omit any questions. Be sure that you have completely answered all of the questions you were requested to.

Answering the Objective-Type Test.

1. Read through the whole test. Place a question mark next to the questions you are likely to have difficulty with.
2. Determine the approximate time you have for each question.
3. Read the instructions carefully then, when you understand these, begin answering the questions.
4. Answer the easy questions first. Then return to the more difficult ones.
5. Be sure to place the answer mark in the proper place. It is easy to mark the wrong space, so be very careful about this.

After you have completed the last section of the test, go back and look for omissions. Do not change any answer unless you are *absolutely certain* that the answer which you have down on the paper is incorrect. Some students, after completing the objective test, have a nervous habit of going back and changing answers. This is a bad thing to do and should be avoided at all costs. If you have studied as planned and have selected your answers with care, there is little need for changes.

HOW TO USE THIS INFORMATION

The information contained in this publication can be used in various ways as indicated below. Primarily, it is intended to serve as a guide for the implementation of personal development plans. How it is actually used will be determined by the needs of the individual and this, of course, will depend upon many factors such as educational background, previous experience, career objectives, work goals, personal desires and the like. Organizational plans and objectives also must be considered. The following hypothetical examples suggest the many possibilities of how Independent Study may be applicable to personal development or occupational mobility.

Example A

John is single, 37 years of age, and lives on the reservation near a small town in New Mexico. He left high school in the tenth grade to join the Army. He is also a Vietnam veteran, having been in the Medical Corps where he ran an Outpatient Clinic. Recently he retired from the Army after 20 years of service. While in the military he completed High School through the United States Armed Forces Institute (USAFI) and received his Equivalency Diploma (GED). After receiving his discharge from the military, John returned to the reservation and took a job as

Administrative Assistant at the Indian Health Service Hospital in order to be near his father who is quite ill. John has decided that he wants to become a Hospital Administrator. After discussion with his educational counselor and supervisor, he is planning to take a correspondence course for credit in the "Fundamentals of Health Science" from the University of Arkansas with the idea in mind of reviewing the course materials and also later transferring these credits to the special program at the University of Oklahoma. Meanwhile he is employed at the hospital, is near his father and can continue to study in his field of interest. (He does not want to attend the University of Mexico or the University of Albuquerque, both of which are nearby.) His plan is to obtain the Bachelor's Degree from Oklahoma through the Special Adult Degree Program, work for several years more, then study full time at the Masters level in Health Care Administration at the University of California at Berkeley.

Example B

Mary was born near Bethel, Alaska. She is presently 27 years of age, and has three children. Her Practical Nurses training was received while in the Indian Health Service at Albuquerque. Mary now wants to continue her education but because of family responsibilities it is impossible at this time for her to go away for full time study. However she desires to keep abreast of nursing developments, to continue to learn and to prepare herself for future advancement. Because of her expressed interests and desires, and because her present work as a practical nurse at the Bethel IHS Hospital keeps her in touch with practical aspects of nursing, her supervisor has helped her design a Reading Plan which she follows—every day she reads for approximately three hours during lunch, after working hours while waiting for her ride home, and in the evening after the children are asleep. She has been doing this for the last three years. Now she reads well and enjoys learning, although at first she was not too enthused about reading or studying. During these past three years she has also completed several nursing courses through Programmed Instruction. As a result of these activities, Mary's career goals have crystallized. She now plans to earn her Associate Degree and Nursing Diploma (R.N.) at the University in Anchorage through a Special Program approved by the University Dean and the Director of Nursing Education. Under this program she will take some credit courses with the University through correspondence, obtain some credits through examination (CLEP), receive credit for her experience and then study full time on campus for approximately sixteen months. After this work has been completed, Mary plans to transfer credits from the University in Anchorage to the Special Bachelor's Degree Program at Syracuse University in New York. This will permit her to pursue her Bachelor's study and allow her to "round out" her background. Also, if she transfers to another work station, she will be able to continue her studies under the Syracuse University Special Adult Degree Program without interruption or delay. With this plan in mind Mary expects to receive her Bachelor's Degree in approximately seven years.

Example C

George has recently graduated from High School but never studied chemistry, although he studied biology. He needs to successfully complete a High School chemistry course in order to get admitted to college where he intends to take his

pre-medical studies. George has registered with The University of Iowa to take a correspondence course for credit and after completion have it transferred. He has received (prior) approval for the future transfer of credit from the Dean of the college where he will study pre-medicine so there is no chance of any misunderstanding. This is only one example of how a course of this nature can be used. However, other types of Independent Study may be used in a situation such as this. For example if the Dean at his undergraduate college would have suggested that he complete a Programmed Instruction course or a course in chemistry from International Correspondence Schools, George could have pursued either of these avenues. However, his Advisor and Dean at the undergraduate level suggested that he take this correspondence course for credit from the University of Iowa. So he will follow their advice.

Example D

Wanda, an Administrative Assistant presently with the Indian Health Service in Headquarters, is 30 years of age, married and has two children. Her husband is also employed in the Washington area by the Federal Aviation Administration. Wanda has recently decided to resume studies towards her Bachelor's Degree in Administration. Five years ago she completed 30 credits of college work with a B average at an accredited college near her home in Colorado. Now she would like to find a program at a local university which would enable her to continue her studies and also give her credit for previous academic work. After discussing her desires with supervisors and her educational advisor, she visited several local universities and reviewed her situation with the appropriate academic personnel. One of the large, well-known Washington, D.C., universities was very receptive to her plan, gave her a letter confirming it with advanced credit for one year of previous academic work from the college in Colorado, and stated that she would continue part-time studies beginning the next term in sophomore status. While waiting for her courses to begin, she completed a correspondence course (for credit) in "Administrative Behavior" from the University of Chicago. This course had been approved previously by the Dean at the Washington University so she will receive three more credits toward her degree. After completing two and one-half years of University work (in five calendar years) with an excellent record, Wanda was forced to interrupt her studies for six months because of serious illness. Meanwhile she continued to keep in touch, with some of the University faculty as well as her academic advisor. (Some of them visited her while she was in the hospital.) Wanda gradually recovered and now feels well enough to continue her work. However her doctors advise her to return to the Colorado climate because of her health. This she plans to do in the near future. As soon as her physician informed her of the need to return to the Southwest, she discussed her situation with her University Advisor and told him about the medical recommendation. Since Wanda, who is short one semester of graduation, is an excellent student and interested in her studies as well as respected by her University Professors, her Advisor suggested that she request (the University) to serve as an administrator of a special project being conducted in the Denver area jointly sponsored by the University in Washington and the University in Colorado. (Her advisor suggested persons she should talk to for these arrangements, he also assisted with the official petition to the University for permission to follow this particular course). The University Senate approved the request, with the conditions that Wanda successfully assist with the project, write

an acceptable paper about it, and pass her final examinations in her academic field in order to receive her Baccalaureate Degree. Wanda returned to the Denver Area, successfully administered the special project (which gives her the opportunity to gain new experience and apply her knowledge) wrote the required paper, passed her finals, and received her Degree. Her work on the special project is so good that the Project Director through the University has offered her a scholarship to continue with her Master's Degree (attending some daytime classes, some evening classes, plus field experience gained on the special study to which she is now assigned) and a position as an Associate Project Director after she finishes. Wanda plans to complete her Master's Degree, accept the position as an Associate Project Director in Community Health, work for several years to gain valuable experience, and then return to the Indian Health Service.

Example E

Jim, a Mohawk from New York, has been a teacher of Health Services in a private school, as well as a tribal health leader, for some twenty-two years. Being personally and professionally concerned with health and knowledge and learning most of his adult life, he has read widely. In addition, he has written a book on tribal history. Although Jim holds an Associate Degree from an accredited Community College and has completed an additional year of study on a part-time basis at the State University, he has never completed his Bachelor's Degree. He recently heard that his State Educational System is planning to start an Open University program in which he hopes to participate but after further investigation finds that it will not begin operation until three years hence. Since he did not want to wait, Jim inquired about other types of educational approaches. He received information about the External Degree Program, applied for admission, and was accepted. After thoroughly reviewing his previous academic work and many months of intensive study, Jim successfully completed his examinations and received his degree.

These hypothetical examples illustrate some of the many uses and combinations of special courses, activities, projects, etc. which can be utilized by the non-traditional student through Independent Study. Individuals, when planning educational and career objectives, should explore various possibilities and combinations to find the one which best meets their needs. If the appropriate subject areas, topics or educational activities necessary for the career are not offered or available through one particular school or combination, another institution or channel should be explored. A significant factor to be remembered when designing or arranging occupational and career objectives is that some health courses and activities, although not necessarily suggested in conjunction with a particular health degree or program, may be available through special arrangements with the college or university.

IMPORTANT ASPECTS TO REMEMBER

There are many significant factors and principles to consider during the drafting and implementation of a Personal Development Plan. Some of the more import are:

1. Learning is hard work. Much effort, patience and persistence are required to complete courses and programs.

2. You may not begin to notice a change in learning habits or patterns for several weeks or months. Do not expect miracles overnight.

3. Seek a counselor who knows your field of interest and can give you sound advice. This person may be a human resource specialist, hospital administrator, nurse, training officer, nutritionist or from some other health field.

4. Take time to clarify personal and occupational objectives. Write them down. Once these are clearly stated, there should be no major problem in developing an appropriate plan.

5. If you have not completed any education or training recently, have been out out of school (away from books or reading and studying) for more than a few years or have difficulty in learning, design your Plan so that you begin your study or "re-entry" into educational activities with relatively simple courses, leaving the more difficult ones until later. For example, if you have been away from study for six years, begin your re-entry with an introductory course (and not anything advanced or too demanding.)

6. Review your Personal Development Plan periodically to be certain that you are not falling far behind. However, you must be flexible. If you should change jobs, have an increase in workload or become ill etc., you may have to modify your plan to suit the situation.

7. View your new learning activity for what it is—an opportunity and a challenge!

8. Always keep your objective in mind and that you are moving toward it.

9. Your Plan should be realistic, something that is possible for you to accomplish.

10. Your attitude is *very* important. If you think that you can learn without effort or do not honestly desire to learn, you are wasting time and money.

11. After your Plan has been developed, authorized and implemented, any changes or adjustments should be approved by *all* parties involved including appropriate supervisors and officials in the organization as well as appropriate advisors and administrators of educational institutions.

12. Be prepared to accept temporary interruption or delay. However, do not extend delays any longer than necessary.

13. Requirements may vary from course to course and school to school. Since policies and priorities change, it is necessary to obtain the latest, accurate information needed to develop and implement your Plan.

14. Most course information, descriptions, brochures and catalogs are available free from the schools and colleges upon request.

15. When planning a developmental program or taking courses which may apply toward a college degree, licensure, certification and the like, *be absolutely certain* that you have written approval or confirmation enabling you to do what you hope to—to pursue your academic or professional work, to transfer experience or credits, to be reinstated for certification, to have courses count toward licensure, etc.—from all parties involved *prior*

to undertaking the course or training activity. Thus you can avoid the pitfalls and perhaps wasted effort of completing the course or educational activity and not receiving credit for it.

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U.S. GOVERNMENT PRINTING OFFICE: 1975 O—578-635